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INSTRUCTORS OF ADULTS

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COMMISSION ON DECLINING SCHOOL ENROLMENTS IN ONTARIO (CODE)

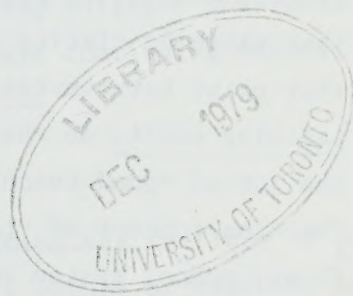
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INSTRUCTORS OF ADULTS

James Draper
Donald Keating



This paper was commissioned by and prepared for the Commission on Declining School Enrolments in Ontario.

This study reflects the views of the authors and not necessarily those of the Commission or the Ministry of Education.

SUMMARY OF RECOMMENDATIONS

The following recommendations are rooted directly in the data obtained through interviews and questionnaires. In a real sense they are therefore the recommendations of deans of teacher training colleges, continuing education directors and instructors of adults.

Analysis of Data: TEACHER TRAINING COLLEGES

(page 21)

1. That teacher training colleges be encouraged to explore the possibility of introducing adult learning/teaching academic courses into their programs of studies. Linked with expansion is an exploration of the resources - material and human - that might assist in facilitating this process.
2. That colleges consider the possibility of including in their field placement programs the opportunity of observing the teaching of adult groups, and taking part to the extent possible.
3. That there be clarity about the actual and perceived differences that exist between teaching children and youth on the one hand, and teaching adults on the other. All this within the broad confines of the act of "good teaching".
4. That the concept of "teacher", whereas previously linked to the formal school system and working with children and youth, be expanded. The concept of 'teaching', just as the concept of 'learning', is not confined to any age group.
5. That the colleges be encouraged to apply their resources to professional development programs, for teachers as well as other groups, thus constituting a program of adult continuing education in which some of the basic principles of adult learning and teaching are applied.

Analysis of Data: CONTINUING EDUCATION DIRECTORS

(page 15)

1. That where it is not in existence, attempts be made to coordinate the various adult continuing education programs offered by various agencies in a given community.
2. That a close examination be made of the overall discrepancies that now exist between the hourly instructor rates paid by school boards, colleges and other institutions that offer continuing education programs for adults.

3. That school board continuing education directors be advised to assess the need for more extensive orientation and in-service programs for part-time instructors. This could include making instructors aware of materials on adult learning and teaching as well as events relating to adult education, such as those organized by the Ontario Association for Continuing Education.
4. That school board continuing education directors approach their respective school boards, requesting that some teacher professional development time be devoted to agenda items related to adult teaching and learning.
5. That school board continuing education programs attempt to develop long-range plans, including anticipated needs of adults in the community and the kinds of resources that are required to effectively meet these needs.
6. That school board continuing education directors, in consultation with part-time instructors, consider the feasibility and desirability of trainees from teacher training colleges undertaking their field placement within school board continuing education programs.

Analysis of Data: PART-TIME INSTRUCTORS

1. That greater support be given to retaining the feelings of personal satisfaction that instructors feel as a result of teaching adults. (page 29)
2. That at the time of recruiting instructors, the motivation for wanting to teach adults be probed. (page 29)
3. That documentation be made available which highlights some of the differences and similarities between teaching an older, as compared with a younger, age group. (page 33)
4. That the differences perceived between teaching adults and children and/or youth should be documented, since this could provide content for professional development and in-service training programs for part-time instructors of adults. (page 33)
5. That efforts be made to have teachers understand the basic reasons for adjustments that occur in their teacher-student relationships with adults. This topic might become a focus for a series of professional development in-service programs for part-time instructors. (page 35)

6. That the teacher experiences, as expressed above, be incorporated selectively into orientation programs for new instructors of adults. (page 35)
7. That school boards and continuing education directors make available books, journals and other materials relevant to adult learning and teaching, or at least drawn to the attention of part-time instructors. On occasion, important articles might be distributed to part-time instructors. (page 36)
8. That directors make greater efforts to inform part-time instructors of workshops, conferences, etc., that relate to the instructors' content areas as well as events relating to adult learning and teaching. (page 36)
9. That where programs which focus on adult teaching and learning do not exist for instructors, they be organized and publicized because of the apparent need for such events. (Table 21 corroborates the existence of this same need.) (page 37)
10. That every attempt possible be made to help part-time instructors of adults learn the kinds of things they want to learn, about teaching adults. (page 39)
11. That school boards be encouraged to undertake a more extensive survey of instructor learning needs and incorporate the related content and discussion areas into professional development programs. (page 39)
12. That a proportion of school professional development time be devoted to the needs of instructors of adults on the grounds that such discussion, although focussing on teaching adults, may be highly relevant to the teaching of children and youth. (page 39)
13. That additional attempts be made to help bring about more interaction among part-time instructors and provide materials relating to adult teaching and learning. (page 40)
14. That the value and need for interaction among part-time instructors of adults, as perceived by the instructors, be seen as opportunities to get them together for learning and to share information and materials relating to adult teaching and learning. (page 40)
15. That within the budget and other constraints within individual school boards, attempts be made to support the demand for increasing the number of hours teaching adults for those instructors that want it and are qualified. (page 42)

16. That adult education associations examine whether they feel they have anything to offer to part-time instructors of adults and the learning interests expressed, as indicated in this study. (page 43)
17. That greater care be given to counselling students into adult evening classes, especially those students who are borderline in daytime academic work. (page 45)
18. That school boards attempt to priorize with the instructors, the resources and support that would be most helpful to the instructors. (page 45)
19. That teacher training colleges examine the feasibility and desirability of introducing teachers in their pre-service training to basic ideas, literature and practice relating to adult learning and teaching. (page 46)
20. That teacher training colleges examine the feasibility and desirability of involving instructors in in-service training as to basic ideas, literature and practice relating to adult learning and teaching. (page 45)
21. That school boards examine the feasibility of early retirement that is linked to opportunities for those nearing retirement age to teach adults on a part-time basis. (page 48)
22. That where feasibility studies regarding superannuation are not already in progress, school boards be encouraged to initiate such studies. (page 48)
23. That school boards examine, and if necessary undertake a study to assess, the positive and negative results of having daytime, high school students in the same continuing education classes as older, mature adults. (page 64)
24. That greater effort be made to bring about more interaction between instructors of adults within the continuing education program. (page 64)
25. That basic materials on teaching adults be made available to instructors and would-be instructors of adults, such as material on adult psychology, including anecdotes and case studies of actual experiences of instructors of adults. (page 64)

ACKNOWLEDGMENTS


For the cooperation and assistance received from all deans of teacher training colleges and their assistants, from continuing education directors in each of the core areas, and from the hundreds of instructors of adults who filled out questionnaires and especially those one hundred and forty who volunteered to be interviewed, the staff of this project would like to respond with a very sincere word of appreciation and thanks. We have a special feeling of gratitude for those support staff and students at OISE who made the production of this report possible, especially Jeanne Nacke, Mary Savoie, Jacob Schneid and Mokhtar Serag for assistance with tabulation, and Rochelle Hudson Irene Patterson, Norma Jansson, and Pat Anagnostakos for preparing the manuscript.

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Appendices

1. Sample letter to directors of education in the core areas, asking permission to do the study with their part-time instructors of adults
2. Sample memorandum to principals of schools having continuing education programs in the core areas
3. Copy of questionnaire distributed to instructors of adults



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The purpose of the project Instructors of Adults is to study the kinds of adjustments that are made and the resources that are used by part-time instructors of adults who hold Ontario Teaching Certificates when they move from teaching children and youth to teaching adults. The study further proposes to:

- offer guidelines on how to facilitate this transfer and the kinds of resources that are required;
- identify institutions that should be primarily responsible for any "re-training" of these instructors and some of the major curriculum areas that are central to this task.

CODE #2, Instructors of Adults, is one of three CODE (Commission on Declining Enrolments) projects under contract with the Department of Adult Education, OISE.

To achieve the purpose of the project, the methodology was worked out in consultation with CODE and those working on CODE projects within the Department of Adult Education. Four geographical, core areas were selected: North York, Lakehead, London and Hastings County. The study was limited to public school board continuing education programs in each of the four core areas. Criteria that were used in selecting the core areas included: regional population, rural/"urbaness", accessibility and size of the adult/continuing education programs. The project began with the task of gaining permission from the respective school boards and informing OISE regional field centres.

As a first step, contact was made with the Continuing Education Director of the North York Board to explain the purpose of the study, the possible benefits to part-time instructors of adults and to seek his interest and cooperation in distributing and administering a questionnaire to all part-time instructors in his continuing education program. A draft of the questionnaire was prepared after this initial consultation and presented to him for reaction. The second draft was pretested in a North York School. The final completed questionnaire was completed after minor revisions.

The cooperation of continuing education directors in the core areas continued to be crucial to the success of the project, especially since the questionnaires had to reach the part-time instructors of adults before their courses ended in mid-March. The time constraint on the project was a factor which made this cooperation of the utmost importance.

Letters were mailed and phone calls made to the three other core areas to arrange for their participation in the study and to obtain the names and numbers of schools that would be involved in the study and the total number of part-time instructors in the continuing education programs. Where possible, personal contacts were made at this time. The final questionnaire was distributed in separate packages for each school to the directors of continuing education who in turn distributed them to school principals for administering. Questionnaires were returned in unidentified sealed envelopes, to OISE back through this same route.

The difficulty of identifying ahead of time, those instructors of adults with Ontario Teaching Certificates made it necessary that questionnaires be sent to all instructors of adults in each school board continuing education program. This technical requirement was seen to have a positive advantage of making possible a comparison of the answers from these two groups of instructors.

As questionnaires came in, they were coded and separated into two piles, those instructors with and those without Ontario Teaching Certificates. Given the time constraint on the project, it seemed possible nevertheless to tabulate and analyse half the total number of questionnaires (140) answered by instructors with Ontario Teaching Certificates. Tabulation and analysis of half the number of questionnaires received was completed for use in drawing conclusions and formulating the recommendations of this report.

One of the items in the questionnaire invited certificated instructors to indicate their willingness and interest in becoming more fully involved in describing and analysing the differences between teaching adults and children and/or youth by agreeing to be interviewed by one of the project staff. One hundred and forty responded positively. A total of 40 instructors was interviewed. These interviews were taped and used to obtain more complete analysis.

Interviews were conducted also with the directors of continuing education in each of the core areas and with the deans of four teacher training colleges. The results of these interviews are included in this report.

One thing that will become obvious to the reader is that this study should have included interviews with students in adult courses, especially teen-age students enrolled in night-school courses with adults.

Table 1 reflects a lower-than-expected response in three of the four core areas which is accounted for by the fact that in North York the same instructors were involved in answering another questionnaire at approximately the same time, and in London and Hastings County by the fact that questionnaires were being distributed around spring break and during the last week of the continuing education winter program. The relatively high response from the Lakehead can be accounted for in part by the fact that only two schools were involved and that the director of continuing education xeroxed and distributed the questionnaire he received in the initial request for his participation in the study, thus enabling distribution a week earlier than otherwise would have been possible.

Table 1: Distribution and Responses to Questionnaire
in the four core areas

AREA	Distrib- uted Total	Responses		Without Certificate		With Certificate		Tabulated and Analysed Total
		Total	%	Total	%	Total	%	
N. York	436	228	52.3	83	36	145	64	73
Lakehead	68	51	73.5	16	30	35	70	18
London	204	94	46.	19	20	75	80	38
Hastings	70	39	51.4	16	41	23	59	11
Totals	778	412	53	134	33	278	67	140

Table 1 indicates that a total of 412 completed questionnaires were received, representing a return of 53%. Of these, 134 questionnaires were completed by instructors who did not have Ontario Teaching Certificates. The remaining 278 questionnaires were completed by those having such Certificates. A total of 140 questionnaires was analysed.

The design of the study included an ERIC search conducted by EISO (Educational Information System for Ontario) in order to identify literature relating to part-time instructors of adults and of the pre-service and

in-service training given to this group. Specifically, the descriptors used included the following plus several combinations of them: adult educator, part-time teachers, adult teachers certification, in- and pre-service training, teachers adult education, teacher adult basic education, and transition to teaching adults. Interestingly, the print-out did not reveal sufficient documentation or research to warrant inclusion as a section in this report.

Referring to table 2; while the over-all population in all four areas has been increasing since 1971, elementary school enrolment is decreasing between 10% (London) and 14% (North York). The reverse holds true for enrolment in secondary schools, except for the Lakehead Board, which is down 1.9%. The overall picture, the totals, of elementary and secondary schools, is one of declining enrolments between 1971 and 1976, with an over-all 3.4% decline in London, 8.1% at the Lakehead, with North York at 3.4% and Hastings County 6.3%.

The number of teachers reflects this overall picture, decreasing in numbers from a 2.1% decrease in Hastings County to 9.3% decrease in London, with North York at 4% and the Lakehead at 7.6%. Elementary school teachers decreased 3.4% in Hastings County, and 18% in London with North York (5.8%) and Lakehead (9.6%) in between. Secondary school teacher numbers show a decrease in three of the four areas: .6% in Hastings County, 5.6 at the Lakehead, and 1.6% in North York with London showing an increase of 1.6%, reflecting the increase in secondary enrolment in the London and North York areas during that period.

North York is the only board of the four showing an increase in the number of elementary schools for the same period, 1971-1976, an increase of 5%. All others have experienced a decrease, 14% at the Lakehead, 13.4% in London and 11.5% in Hastings County.

Declining enrolment has not reached the secondary level so severely as yet. Both North York and London boards show an increase in the number of secondary schools in the same period, 6.2% at North York and 2% in London. When it comes to the total number of schools, both elementary and secondary, 1971-1976, only North York shown an increase, 5.3%. The other three show a decrease, 11.9% for Lakehead, 11% for London and 10% for Hastings County.

School closing figures in table 2, taken from Henderson's report, are for a longer (seven-year) period, 1970-1977 rather than the shorter (five-year) period, 1971-1976, of the remainder of the table. Thus the "Closings" lines do not mesh with the "Schools" lines.

Table 2. Selected area totals: population, enrolments, teachers, schools, school closings, 1971, 1976

	North York		Lakehead		London		Hastings County	
	1971	1976	%	1971	1976	%	1971	1976
Population	-----	-----	-----	145390	150647	+03.6	223220	-----
Enrolment*								
elementary	70035	60175	-14.1	18500	16231	-12.3	30954	27713
secondary	33916	36203	+06.7	11974	11752	-01.9	16962	18554
totals	103951	96378	-07.3	30474	27983	-08.1	47916	46267
Teachers*								
elementary	2870	2704	-05.8	592	535	-09.6	1330	1091
secondary	2180	2146	-01.6	588	555	-05.6	1053	1070
totals	5050	4850	-04.	1180	1090	-07.6	2383	2161
Schools*								
elementary	140	147	+05.	57	49	-14.	67	58
secondary	48	51	+06.2	10	10	0	15	17
totals	188	198	+05.3	67	59	-11.9	82	73
Closings**								
elementary		4			14			16
secondary								1
totals		4			14			17

* public schools only

** cumulative totals 1970-1977 (Henderson H.B. Task Force on School Facilities & Community) and includes inter-panel transfers, elementary schools 1977, Lakehead 1 and London 6.

During the course of the study, the continuing education directors in each of the four core areas were interviewed about the nature and extent of their programs, the needs they see, the resources they are making available to instructors of adults and the directions they see for their programs. In North York and London, the office of Continuing Education Director is a full-time position and in the Lakehead and Hastings County both are part-time responsibilities added on to others that the administrators have.

4.1 North York

Table 3: Total enrolment, courses and instructors,
North York 1973-1977

	1973	1974	1975	1976	1977	Increase over 1973 Total	%
Enrolment	18757	20319	20962	24814	23800	5043	27
Courses	280	288	323	321	403	123	44
Instructors	650				730	80	12

Extent of the Program

In North York the Board of Education, through its Continuing Education Department, in 1977 had an enrolment of 23,800 people in 403 courses conducted by 730 part-time instructors. (See table 3.) Programs were offered in 57 locations: 16 secondary, 3 junior high, 25 public schools and 13 other facilities. This represents an increase over 1973 of 5,043 participants or 27%, 123 or 44% more courses and 80 or 12% more instructors.

The continuing education program includes a spring/summer session for adults. Both credit and non-credit subjects are offered.

The continuing education program is administered from a central office. At 14 major centres a night school principal is appointed and is fully accountable for the program in his school. At the remaining 43 locations programs result from the cooperative efforts of the local staff and community representatives. Administration is provided by the central office. The spring/summer session is also administered from the central office.

Orientation and In-Service Training

Instructors are selected on the basis of the likelihood that they can perform their assigned task with adult students. Orientation to their appointed position takes place both during interviews and sessions planned specifically for this purpose.

In-service training includes regular (almost monthly) sessions for E.S.L. teachers, periodic workshops for instructors (two in 1977) and, currently a thrust to upgrade principals and vice-principals that they may become more concerned about and helpful in identifying and responding to the in-service needs of all staff.

The program of in-service for E.S.L. teachers includes students and thus serves a unique social function as well, often being the first opportunity many of them have to mix with new and different people and share experiences.

In the Borough of North York there is a Continuing Education Council which includes groups like the YW and YM Hebrew and Christian Associations. The Council has provided a "How Adults Learn" workshop each year for the past three years. Staffs from the participating agencies and the public have been introduced to such adult educators as J. Roby Kidd and Malcolm Knowles, and to techniques which should help the classroom instructor work with adults. Kidd's and Knowles' publications, How Adults Learn and Self-Directed Learning respectively, are seen as basic resources for teachers of adults.

Future of Training Program

North York has an extensive program which continues to expand, and the future of the program is seen in terms of both continuing to take advantage of the increasing demand by adults for learning opportunities, and of providing opportunity for instructors of adults to improve their competencies as instructors through more in-service training events.

1.2 Lakehead Board of Education - Thunder Bay

Extent of Program

In 1978 the Lakehead Board of Education had an enrolment in its continuing education program of 2,437 in 104 courses requiring 76 instructors. This represented an increase over 1973 of 193 or 8.3% in enrolment, 13 or 14.3% in the number of courses and a decrease of 1 or 0% in the number of instructors hired.

In Thunder Bay itself, several institutions are involved in continuing education programs besides the school board. Among these are Parks and Recreation, Confederation College, Lakehead University, the YM-YWCA, the Artist Workshop, public libraries, Ogen Community School, the Balsam "Y" Project, numerous community centres, and Vickers Heights Community Association. The result is a highly competitive situation for the board in terms of increasing its involvement in teaching adults.

In this kind of situation the board does not see adult continuing education as an alternative to declining enrolments. The board feels reluctant to aggressively compete for the adult population. The feeling is that it should cooperate instead with the other agencies in the community.

Add to this situation the fact that, while the board is able to offer courses at a cheaper rate for students, it is unable to compete in terms of fees to instructors. The local college pays a flat rate of \$16 per hour and the school board pays between \$9.35 and \$16.00 per hour. The college offers extra time to instructors in terms of class size, travel and has a greater resource for supplies. If the Federation of School Teachers enforces the day school collective agreement on salaries, the school board could not afford to be involved in adult education at the present rate of grant. Summer school salaries are tied to the day school salary agreement and are very expensive.

Ninety percent of summer school enrolment in board programs were high school students this past year. Adult education seems to be a booming market in Thunder Bay but in terms of becoming more involved the school board is not certain whether the need is there to warrant its increased involvement. Some would prefer that someone at a higher level of decision-making would deliver them out of their dilemma by making a decision as to who is responsible for continuing education. Provincial legislation would clarify the situation for the Lakehead Board.

Orientation and In-Service Programs

The board does not provide any orientation to instructors as they are hired to teach adults, nor provide any regular in-service training. No one is pushing adult education. Everyone is busy in her/his own activities. An adult education council has not really taken hold in the community, although all cooperate on the production of a flyer to advertise all the courses being offered each year.

The continuing education director is desirous of organizing training for instructors of adults should this study indicate needs in specific

Table 4: Total enrolment, courses and instuctors,
Lakehead, 1973-1977

	1973	1974	1975	1976	1977	Increase '77 over '73 Total %	
Enrolment	2260	2230	1640	2513	2437	177	7.8
Courses	91	91	94	114	104	13*	14.3
Instructors	79	82	86	73	76		

* comparison in this column is with 1974.

An assessment of the situation was summarized by the Lakehead continuing education director as follows:

"Unless there is a government redefinition or reallocation of resources, Board programs will not expand except in the alternative or re-entry type of youth program. There is no conceptual concern re our lesser involvement and it may well be that colleges and municipalities are the appropriate agencies.

"The alternative or re-entry type of program would be geared to the pending or recent (the last 2 - 4 years) drop-out, as Manpower is no longer funding much upgrading.

"School level community programming could possibly increase if the rules of the game for Community School Development Grants and Night School grants were modified to encourage modest community-oriented activities for youth, children, adults and senior citizens."

4.3 London Board of Education

Extent of the Program

The London Board of Education through its continuing education program in 1977 had an enrolment of 4,783 in 224 classes (as distinct from courses), conducted by 278 part-time instructors in four schools. A community school program of 268 classes and an aggregate attendance of 20,960 was also part of the program.

Table 5: Total Enrolment, Classes and Instructors London
Continuing Education program 1973-1977

	1973	1974	1975	1976	1977	Increase '77 over '73 Total	%
Enrolment	3702	4176	4610	4637	4783	1081	29
Classes*	176	207	225	229	224	48	27
Instructors	176	207	225	229	224	48	27

* Total number of courses could not be supplied.

This represents an increase over 1973 of 1081 or 29% in enrolment, 48 or 27% in the number of classes and 48 or 27% in the number of instructors. Eighty percent of those who responded to this CODE project have Ontario Teaching Certificates. One school primarily handles special interest and non-credit courses and two others deal primarily with credit courses, one grades 9 to 12 and the other grade 13 only. Priority in hiring is given to part-time and surplus teachers and the board pays \$15 per hour. The board does not pay the day-time salary rate for night-time programs.

As long as grants for continuing education programs are tied to the average daily enrolment in the regular day school, it is seen as highly unlikely that the need for instructors will increase in the near future. The secondary day school enrolment in London will decrease by 3,100 students over the next five years. Based on the present grant structure, this would result in a decrease of 150,000 grant hours of program in continuing education. The requirement for instructors of adults is seen as remaining fairly constant at the level established in 1977.

Orientation and In-Service Program

No orientation is given to instructors of adults except in terms of administrative items at the time of hiring.

The continuing education director feels that evaluating the program is very important, not in terms of hiring and firing, but in terms of the self-growth of instructors. As yet a way has not been found to initiate such a program.

The director said he would welcome having students from teacher training colleges doing a practicum in the London continuing education adult program.

4.4 Hastings County Board of Education

Extent of the Program

Totals on enrolment, courses, and instructors are not available from Hastings County and therefore any trend there may be is not possible to document in this study.

Unique Arrangement with a College

Hastings County has created a unique situation for itself by joining with Loyalist Community College in a written agreement by which the College runs the non-credit and the Board the credit courses in continuing education. To implement this program, they have hired a joint supervisor. The supervisor is paid on the basis of the number of courses in operation. The board pays \$80.00 per course; the college pays \$70.00 for a two-semester course and most instructors teach two-semester courses. For a course to qualify as a two-semester course it must run at least 20 weeks. Fifteen weeks is considered one semester (30 hours). A course does not become two-semester by simply increasing the number of hours per week. Most courses run for 50 hours, 25 weeks.

In January 1978 the freeze came off the grant and went from 1.8% to 3% of day-school maximum as the basis for calculating the size of the grant available for adult continuing education programs. This basis results in an increase in funding that virtually means it can increase its program to cover all foreseeable need. The college, on the other hand, is still limited to \$2500 per adult student. Instructors of credit courses get paid \$14.00 per hour and of non-credit courses, \$11.00 per hour. It is the course and not the instructor's qualifications that determines the rate of pay.

It would appear that Hastings County School Board has been able to overcome the usual discrepancy between college and school board. The discrepancy usually favors the college but Hastings County has reversed that through a combination of its cooperative agreement with the college in Belleville and the additional funds made available for adult continuing education as a result of the end of the freeze and an increase from 1.8 to 3% of day-school maximum enrolment.

The board handles the secretarial services and advertising and bills the college for its share. The board charges \$4.50 per hour for each teaching area (space) and realizes an income of from forty to fifty thousand dollars per year. This is not seen by the director as profit but as revenue to help offset operation costs, such as for utilities, in the schools used for classes. Parks and Recreation and the board do not charge each other for use of facilities.

Parks and Recreation receives no grant. It charges students a fee of \$15.00 each and on the basis of 10 students per course can break-even on a 10-week course for which it pays the instructor at the rate of \$7.00 per hour. In Hastings County the discrepancy in financial resources available for adult courses works against the Parks and Recreation rather than against the board of education.

Orientation and In-Service Program

Orientation of instructors teaching adults is limited to what is done at the initial interview at time of hiring. No other regular support program is in effect at this time although the supervisor plans to begin leadership development and to make changes in the program by developing a questionnaire for use with students which would get their evaluation of the programs they participate in and indicate the kinds of courses they would like to see offered in addition to what is now in the curriculum.

Recommendations

1. That where it is not in existence, attempts be made to coordinate the various adult continuing education programs offered by various agencies in a given community.
2. That a close examination be made of the overall discrepancies that now exist between the hourly instructor rates paid by school boards, colleges and other institutions that offer continuing education programs for adults.
3. That school board continuing education directors be advised to assess the need for more extensive orientation and in-service programs for part-time instructors. This could include making instructors aware of materials on adult learning and teaching as well as events relating to adult education, such as those organized by the Ontario Association for Continuing Education.
4. That school board continuing education directors approach their respective school boards, requesting that some teacher professional development time be devoted to agenda items related to adult teaching and learning.
5. That school board continuing education programs attempt to develop long-range plans, including anticipated needs of adults in the community and the kinds of resources that are required to effectively meet these needs.
6. That school board continuing education directors, in consultation with part-time instructors, consider the feasibility and desirability of trainees from teacher training colleges undertaking their field placement within school board continuing education programs.

5.1 Interviews

As part of the study, interviews were held with deans of four teacher training colleges. The interviews were of an unstructured nature. The purpose was to ascertain the possible role of the colleges with respect to pre-service or in-service programs relating to adult learning and teaching. It was also important to see how the colleges were changing as a direct or indirect result of declining school enrolments in the province.

At least two of the deans indicated that there was some surplus faculty in their colleges, although there was uncertainty about the extent of this. The interviews with the deans were conducted in March and April, prior to the completion of the 1978-79 student enrolments. The exact number of students that would be enrolling in the colleges was unpredictable. This is quite apart from the decision of the colleges to decrease their student enrolment from last year.

One respondent stated that the overall predicted declining enrolments for the universities is yet to come, although overall applications for the next academic year are down from the previous years. One dean especially referred to the decline within the Faculty of Arts and Sciences.

General comments from the deans and the researcher's interpretations are summarized as follows:

- In general, the university is working more closely with the business and professional sectors, especially in content areas through short courses. In one sense, this is a form of continuing or adult education. Such activity is not limited to the involvement of the teacher training colleges, but to a number of academic departments within the university.

- For a number of years, data on declining enrolments within the schools were available but few people paid any attention to this, including many in the colleges. "We knew that the writing was on the wall. Now the reality is upon us and we must react, if we are to survive."
- With declining enrolment; fewer jobs for teachers in the school systems; and a relative surplus of faculty in the colleges, it is natural that the colleges would be looking for alternatives to utilizing its resources. This includes a greater involvement in working with others in professional development programs, not just with teachers but with other professional groups as well. In a sense, the "extension" programs of the colleges are expanding. "In general, our faculty is ready for this."
- Related to the above comment, funding sources must be found for non-degree programs. "The Ministry of Colleges and Universities and other departments should begin to talk seriously about this alternative/additional funding. At the moment, the funding is linked primarily to credit programs."
- "Teachers can't switch automatically from teaching 'kids' to teaching adults," This is a clear statement that there are special considerations to be made when teaching adults, as compared to teaching children and youth. The teachers of adults need to be conversant with the subject matter and practices of teaching adults.
- Up to now, most of the colleges have not been approached to assist with the pre-service, orientation, or in-service preparation of adult educators.
- At the moment too, none of the colleges have any courses on 'how to teach adults', although this is changing. For instance, one college has now instituted a cross-appointment with the university's division of continuing education, and this professor will begin teaching a course on "Adult teaching/learning" within the college, commencing in the Fall, 1978. A second college is now working with the Ontario Institute for Studies in Education in developing a graduate course on "Foundation of Adult Counselling". The course will be available for students enrolled either in a Master's degree program at that college, or the Master's degree program offered by OISE (University of Toronto). This is the first time that such a collaboration

- has occurred between a teacher training college in the province, and the Department of Adult Education, OISE. As one dean said, "Five years ago I couldn't have imagined a program or courses on adult education being offered within my college. Now it is actually about to happen".
- Mention has already been made to one college working with business and professional sectors outside of the university, in professional development programs. Another university will commence this year in a joint program between the college of education and the Faculty of Arts and Science in which teaching assistants with this faculty will improve their teaching competencies, with the aid of the college of education. This is an additional example of adult or continuing education within a university setting. What is not clear is the extent to which the basic principles of adult learning and teaching become an integral part of these joint programs.
 - Another college is running in-service, continuing education programs for the Ministry of Education. Also, the college is working with the police training college, the bank of Nova Scotia (counselling people who are making decisions about loans, etc.), and medical colleges.
 - One noticeable change within some of the colleges is in the area of practicum/teacher field placement. Traditionally, the field placement/practice teaching for student trainees in the colleges was confined to the elementary or secondary schools. One college now has teacher placements in training programs within hospitals and prisons (educational programs for inmates and to some extent, working with the teachers in these programs). The same college is planning to expand its teacher placements to include retail stores, the YMCA/YWCA/YMHA, international corporations such as IBM, physical education clubs, and so on. All of these and many other organizations have educational programs, especially for employees. The same college also pointed out that this past year many of the trainees did their teaching practicum within Manpower training programs.
 - All of the public school boards included in this study have extensive adult, continuing education programs. In interviews with some of the deans of the teacher training colleges, with the directors of the school board continuing education programs and with the part-time

teachers in these programs, the question was asked whether it seemed desirable and feasible for the trainees in colleges to do all or part of their practicum with the adult/night school programs conducted by the boards. In general, the response was a positive one.

- A spokesman for one of the colleges commented "In spite of the apparent alternatives for the teacher training colleges in the province, there is still no justification for all of them to continue to exist. There just are not enough jobs for teacher graduates."
- Most of the deans interviewed in this study pointed out that given the present economic and other restrictions on the universities, it would be very difficult for the colleges to introduce new programs in adult education, either at the pre-service or graduate levels. However, it did seem possible to redifine some of the courses that already were in existence within the colleges, and refocus the content to adult education, for example adult psychology, methods of teaching adults, adult counselling, and curriculum development for adult education programs.

5.2. Observations and Conclusions

1. Clearly, some of the colleges are expanding their activities to include continuing education programs for professional and industrial groups. That is, they are becoming more involved in adult/professional/continuing education. The extension programs of some of the colleges are expanding.
2. Differences are acknowledged between teaching adults and teaching children and youth. Whereas teachers of adults should understand the basic principles of adult learning and teaching, there are factors which characterize "good teaching", irrespective of the age of the students. It is important to realize the differences that are attributable to age differences while at the same time maximizing the practices of 'good teaching'.
3. If the teacher training colleges are to become involved in offering courses, programs, and field placements in adult education, ". . . those involved with these activities need to be conversant with the basic literature in adult education". Furthermore, as one group

of teachers pointed out "Through their own teaching behaviours and interaction with students, who are adults, the faculty within the colleges should model examples of good adult education".

4. It does seem likely that some of the colleges will begin to offer academic pre-service and/or graduate academic courses on adult learning/teaching.
5. One of the most noticeable changes within the colleges, is the reconceptualizing of the term "teacher". Up to now, the colleges linked the term to teaching within the elementary and secondary schools. The usage of the term is now expanding to include the act of teaching, irrespective of the organizational structure within which it takes place; for example, reform institutions, industry, hospitals, voluntary agencies, adult continuing education programs, and other government and non-government agencies. One might predict that the teacher training colleges will focus their programs more on preparing good teachers, who will be able to find jobs in a variety of organizational settings, including the elementary and secondary schools. One might also expect that they will be re-advertising themselves and will attempt to attract a student clientele beyond those expecting to teach in the formal school systems. The data collected in this study does not speak to the extent to which this is likely to happen.
6. A case in point of what has been said above, are the changes that are occurring within the pre-service teacher placement programs. For some colleges at least, the opportunity now exists to do a field placement in institutions other than the formal school system, and with older age groups.
7. For some colleges, becoming more involved in the discipline of adult learning/teaching does seem to be a realistic alternative, proportionate to the demands for such programs of study.

5.3 Recommendations

1. That teacher training colleges be encouraged to explore the possibility of introducing adult learning/teaching academic courses into their programs of studies. Linked with expansion is an exploration of the resources - material and human - that might assist in facilitating this process.
2. That colleges consider the possibility of including in their field placement programs the opportunity of observing the teaching of adult groups, and taking part to the extent possible.
3. That there be clarity about the actual and perceived differences that exist between teaching children and youth on the one hand, and teaching adults on the other. All this within the broad confines of the act of "good teaching".
4. That the concept of "teacher", whereas previously linked to the formal school system and working with children and youth, be expanded. The concept of 'teaching', just as the concept of 'learning', is not confined to any age group.
5. That the colleges be encouraged to apply their resources to professional development programs, for teachers as well as other groups, thus constituting a program of adult continuing education in which some of the basic principles of adult learning and teaching are applied.

In this section, the data from respondents is categorized and analysed around the two basic questions of the study - the adjustments instructors made and differences they perceived as they change from teaching children and/or youth to teaching adults.

6.1 Description of Respondents with Ontario Teaching Certificates Teaching Adults Part-Time in Four Core Areas, 1978

Table 7: Respondents by Sex

Sex	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male	38	52	14	78	29	76	6	55	87	62
Female	35	48	4	22	9	24	5	45	53	38
Total	73	100	18	100	38	100	11	100	140	100

Table 7 shows a total of 140 respondents, 87 or 62% of whom are male and 53 or 38% are female. Table 8 shows that the most frequent cohort within which the respondents fell was in the age range 30-39 years.

Table 8: Respondents by Age

Age	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
25-29	11	15	1	6	2	5	2	18	16	12
30-39	36	49	9	50	21	56	6	55	72	51
40-49	13	18	4	22	11	29	-	-	28	20
50+	8	11	4	22	2	5	2	18	16	12
No answer	5	7	-	-	2	5	1	9	8	5
Total	73	100	18	100	38	100	11	100	140	100

Table 9: Respondents by Certification (question #3)

	North York	Lakehead	London	Hastings	Total
Ont. Teaching Certificate	73	18	38	11	140
elementary					
1-3	3	8	3	1	15
# 4	18	3	4	-	25
# 5	-	-	-	1	1
Type A	20	3	13	4	40
Type B	20	8	13	5	46
Specialist	27	6	18	6	57
Other	3	-	2	-	5

All one hundred and forty respondents had Ontario teaching certificates. No exact division between elementary and secondary is possible because instructors may hold more than one type of certification and because those holding Type A classification, for example, may teach both elementary and secondary grades, those holding Type B can teach only secondary but those holding elementary #4 (permanent) can teach secondary grades.

Table 10 shows that a large majority of the respondents have transferred to teaching adults from teaching in secondary school. Forty-five or 32% of the respondents have taught elementary and 109 or 78% have taught secondary. These figures also indicate that some have taught both. The number who have never taught elementary, 95 or 68% of the respondents is the number who have transferred to teaching adults from teaching secondary only.

The table also tells how many years the respondents have been teaching adults. Thirty-eight or 27% of the respondents have been teaching adults for less than 3 years, 44 or 32% for from 3 to 5 years and 35 or 25% for 6 or more years. Twenty-three or 16% did not answer this part of the question. The largest cluster is around the 3 to 5 years teaching adults.

Table 10: Respondents by Years of Teaching (question #4)

	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Elementary</u>		100		100		100		100		100
1-5 yrs	9	29	1	20	3	38	-	-	13	29
6-10 yrs	13	42	2	40	4	50	1	100	20	44
11-20 yrs	5	17	2	40	-	-	-	-	7	16
21+ yrs	2	6	-	-	1	12	-	-	3	7
Jr. High	2	6	-	-	-	-	-	-	2	4
Total	31	42	5	28	8	21	1	10	45	32
No years	42	58	13	72	30	79	10	90	95	68
Grand Total	73	100	18	100	30	100	11	100	140	100
<u>Secondary</u>		100		100		100		100		
1-55 yrs	21	44	6	35	9	26	4	40	40	29
6-10 "	13	27	6	35	16	47	3	30	38	27
11-20 "	14	29	4	24	8	24	3	30	29	21
21+ "	-	-	1	6	1	3			2	1
Total	48	66	17	94	34	90	10	90	109	78
No years	25	34	1	6	4	10	1	10	31	22
Grand Total	73	100	18	100	38	100	11	100	140	100
<u>Adults</u>										
less than 1	4	5	-	-	3	8	1	9	8	6
1-2 yrs	15	21	6	33	6	16	3	27	30	21
3-5 yrs	29	40	3	17	10	26	2	19	44	32
6-14 yrs	14	19	4	22	9	24	1	9	28	20
15+ yrs	3	4	2	11	2	5	-	-	7	5
unspecified	-	-	-	-	-	-	3	27	3	2
no answer	8	11	3	17	8	21	1	9	20	14
Total	73	100	18	100	38	100	11	100	140	100

Table 11: Hours per Week Teaching Adults (Question 5a)

Hours	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
½-2½ hrs	32	44	-	-	2	5	2	18	36	25
3-4½ hrs	27	37	15	83	27	71	5	46	74	53
5-6½ hrs	6	8	2	11	4	10	2	18	14	10
7-9½ hrs	2	3	-	-	1	3	1	9	4	3
10-19 hrs	3	4	-	-	1	3	-	-	4	3
20+	2	3	-	-	2	5	-	-	4	3
no answer	1	1	1	6	1	3	1	9	4	3
Total	73	100	18	100	38	100	11	100	140	100

From Table 11 it is clear that by far the most respondents, 74 or 53%, teach adults 3-4 hours per week, 36 or 25% teach less than 3 hours, 14 or 12% teach from 5-6 hours and the balance of respondents, 12 (4 in each category), either 7-9 hours, or 10-19 hours, or 20 hours and over respectively. Four (3%) of the respondents did not answer this question.

Table 12: Change/No Change in Hours Teaching since
 September 1976 (question 5b)

	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
No change	49	68	14	77	24	63	5	46	92	66
Increase										
up to 2 hrs	14	19	-	-	1	3	-	-	15	11
over 2 hrs	1	1	2	11	4	10	1	9	8	6
Decrease										
up to 2 hrs	5	7	-	-	6	16	-	-	11	8
over 2 hrs	3	4	-	-	-	-	-	-	3	2
unspecified	-	-	1	6	1	3	2	18	3	2
no answer	1	1	1	6	2	5	3	27	7	5
Total	73	100	18	100	38	100	11	100	140	100

From Table 12 it is clear that an even greater majority of the respondents, 92 or 66%, have experienced no change in the number of hours teaching adults between September 1976 and the spring of 1978. Fifteen or 11% of respondents have had their hours teaching adults increased as much as 2 hours while 11 or 8% have had a decrease of up to 2 hours teaching adults.

Table 13: Continuing Education Programs (question 6)

Program	North York No.	North York %	Lakehead No.	Lakehead %	London No.	London %	Hastings No.	Hastings %	Total No.	Total %
Credit	25	33	5	25	26	66	6	50	62	43
General Interest	24	31	12	60	7	18	4	34	43	30
Basic up- grading	12	16	1	5	4	10	1	8	18	13
ESL	12	16	1	5	1	3	-	-	14	10
No answer	3	4	1	5	1	3	1	8	6	4
Total	76	100	20	100	39	100	12	100	143	100

Credit programs make up the majority of the continuing education programs in the four areas, 62 or 43%. General interest follows with a total of 43 or 30% and the balance is comprised of basic upgrading (18 or 13%) and ESL (English as a Second Language) 14 or 10%.

A wide range of subject matter comprises the adult continuing education programs (see Table 14). The greater frequency being languages 52 or 36%, and vocational skills 27 or 18%. Business and social sciences, geography, economics, and history form another grouping at about 9%. Physical education and communications are least in frequency with 6 (4%) and 4 (3%) respectively.

Conclusion from Tables 13 and 14 is that courses and subjects that are more practical in nature enjoy by far the greater popularity among adults attending continuing education courses in the four core areas.

Table 14: Subject Matter Taught (question #7)

Subject Area	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Languages	31	35	4	26	13	32	4	66	52	36
Vocational Skills	19	22	5	33	3	7	-	-	27	18
Mathematics	9	10	1	7	4	10	-	-	14	9
Music/Art/Crafts	10	11	3	20	1	3	-	-	14	9
Science/biology/ chemistry	4	5	1	7	8	20	-	-	13	9
Business/accountancy	4	5	-	-	4	10	1	17	9	6
Social/economic/ history/geography	5	6	-	-	4	10	-	-	9	6
Phys. ed./health	4	5	-	-	1	3	1	17	6	4
Communications	1	1	1	7	2	5	-	-	4	3
Total	87	100	15	100	41	100	6	100	148	100

6.2 Reasons for Teaching Adults

Table 15: Most Important Reasons for Becoming
Involved in Teaching Adults

Reasons	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
To work with adults	31	27	4	23	16	25	6	38	57	27
Satisfaction	30	26	1	5	17	26	6	38	54	26
Economics	25	21	6	34	16	25	3	18	47	22
Happenstance/ circumstance	12	10	5	28	8	13	1	6	26	12
To help others	10	9	1	5	6	9	-	-	16	8
Social	5	4	-	5	1	1	-	-	6	3
Other	3	3	1	-	1	1	-	-	5	2
Totals	116	100	18	100	65	100	16	100	211	100
No answer	3	4	1	6	2	5	1	9	7	5

Table 15 records the most important reasons respondents gave for becoming involved in teaching adults. The highest reason given for becoming involved was the opportunity to work with an older group of learners (57 respondents, 27%). They used phrases such as, "I wanted to work with adults", wanted "the challenge" the "enthusiasm of adults" for learning, to "keep in touch" with adults and the subject area. One respondent "wanted to compare" teaching adults with teaching children.

The second most important reason for becoming involved in teaching adults was the personal "satisfaction" (54%), the "enjoyment", the "stimulation", the "love of my subject", as a "personal outlet for teaching", "so I can be myself".

Economic reasons came third at 47 (22%). These were stated as just plain "money", or because "I needed a job" or "I wanted to increase my job opportunities". As with many categories the respondents indicated more than one reason for becoming involved in teaching adults. An exception was one person who stated categorically that "money was the only reason".

Twelve percent (26) became involved just by chance: "no one else wanted the job", "it was a good diversion", "the opportunity came", "I was asked", "a teacher was absent", "the school needed me and I needed a night out and 18 years later I am still here", and "night teaching was an opportunity I could respond to" indicating that the respondent had young children at home.

A few, 16 (8%) wanted to bring about "change" or "the school needed me" or my "subject is needed". These responses were taken as an indication that the respondents got involved as the result of a desire to help others. Only 3% or 6 respondents gave social reasons, such as "to get out of the house" or "I needed a night out".

One assumption frequently made is that instructors become involved in teaching adults primarily for economic reasons. The study supports findings of other studies that this is often not the case. Personal satisfaction, self-development and the interest and challenge to work with other age groups are also felt to be important factors for teachers making a commitment to teaching adults.

Recommendations

- 1. That greater support be given to retaining the feelings of personal satisfaction that instructors feel as a result of teaching adults;
- 2. That at the time of recruiting instructors, the motivation for wanting to teach adults be probed.

6.3 Adjustments to and Differences from the Teaching of Children and the Teaching of Adults

Table 16a:Differences Perceived Teaching Adults Compared with Teaching Children and Youth - Summary (question #18)

Differences	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Motivation higher	58	37	17	53	27	37	13	54	115	40
Participation greater	34	22	3	9	10	14	6	25	53	19
Ability increased	20	13	2	6	18	25	3	13	43	15
Discipline less need	20	13	6	19	10	14	1	4	37	13
Teaching two-way	18	11	4	13	6	8	-	-	28	10
No difference	3	2	-	-	1	1	-	-	4	1
No answer	4	2	-	-	1	1	1	4	6	2
Total	157	100	32	100	73	100	24	100	286	100

Tables 16a and 16b

Tables 16a and 16b tabulate the responses to question #18: "Name one or two of the most noticeable differences you have perceived between teaching adults and your experience with teaching children and/or youth."

Observations

The responses indicate a significant contrast in attitude to teaching adults and in teaching methods. Therefore, in addition to Table 16a, which lumps together the different perceptions around key categories with frequency

Table 16b: Most Noticeable Differences Perceived Teaching Adults Compared with Teaching Children and/or Youth - Contrasting Views (#18)

Motivation	*NY	La	Lo	Ha	T.	Motivation	*NY	La	Lo	Ha	T.	G.T.
have need to learn						better attitude to						
value achievement	46	10	20	11	87	learning	12	7	7	2	28	115
highly motivated						mutual respect						
don't have to sell						less conscientious						
realistic goals						don't care to help						
concern for academic						- they are paying						
program						poor attenders						
don't waste time						more appreciative						
work harder						can teach as peers						
more business-like						instead of from above						
Participation	24	2	8	3	37	Participation	10	1	2	3	16	53
more discussion						have to gear to						
more relaxed						their wants						
ask questions						less questions						
want to decide/plan						lack self-confidence						
sense of urgency						tend to be lazy						
more secure						less will to plan						
more practical						more speculative						
Ability	9	2	13	3	27	Ability	11	-	5	-	16	43
learn quicker						slower to grasp						
have experience						new concepts						
more flexible						more rigid						
better retention						less background						
longer attention						in subject						
						resist change						
Discipline	19	5	8	1	33	Discipline	1	1	2	-	4	37
no problem						accept authority						
Teaching	14	2	2	-	18	Teaching	4	2	4	-	10	28
I can relax						I feel more insecure						
vary topics						wary of making						
don't police						mistakes						
heterogeneity						harder to interest						
brings interest						homogeneity makes						
lack materials						planning difficult						
No difference							3	-	1	-	4	4
Not answered							4	-	1	1	6	6
Totals	112	21	51	18	202		45	11	22	6	84	286

* NY La Lo Ha T & G.T.= North York, Lakehead, London, Hastings, Totals and grand totals respectively.

totals, a second table, 16b, supplements 16a by allowing the reader to see the contrasting views side by side.

As Table 16a indicates there was a very high number of responses to the question (280), the highest frequency of any of the questions in the questionnaire. Views emphasizing that adults are highly motivated made up 40% (115) of the responses. The need to involve adults in more discussion, the greater or lesser learning ability attributed to adults and reduced need for discipline are cited with half the frequency at 53 (19%), 43 (15%), and 37 (13%) respectively. The second lowest in frequency 28 or 10%, are the responses which indicate that teaching adults is more of a two-way street. What may be a surprise to many are those that say they perceive no difference at all in teaching adults. They comprise a mere 1%, i.e. 4 respondents.

Table 16b reflects the content and contrasting perceptions around these same categories. Herein lies the basic significance of these responses. On the one hand are responses which say, with regard to adults' motivation, that they "have a need to learn", you "don't have to sell" them on the value of education, they have "realistic goals", they "don't waste time", they "work harder" and they have a "concern for academic programs". On the other hand are responses which say only that adults have "a better attitude to learning", that there is "mutual respect" that one "can teach adults as peers instead of from above", that they "don't take the teacher for granted", that they are "less conscientious", that they don't clean up after a project because "they don't care... they are paying" and they "are poor attenders".

When it comes to participation there is this same contrast between those who say that adults "don't hesitate to ask questions" and those who say they "less conscientious", that they don't clean up after a project "tical" and those who see them as "more speculative", and between those who see adults as having a "sense of urgency to catch up" to make up for lost years and those who say some adults "tend to be lazy". In some cases the difference comes across more in the flavour of the responses than in the wording. For example, when a respondent says "I had to gear to adult wants" and "I had to offer more choice" it comes across as a contrast to the respondent who says that teaching adults is a matter of "learning their wants and meeting them" and "guiding their experience". Both deal with adult wants, but one resents and the other welcomes the situation.

The contrast continues through the perceptions of the ability of adults to learn: "more quickly", "more flexible" and "more experience"

contrasting with "slower to grasp new concepts", "more rigid" and "have less background in the subject".

All responses on "discipline" (37 or 13%) - table 16a - agree that less discipline is needed, but the contrast is in the fact that some see it as "no problem" and others as the fact that adults "accept authority".

As one would expect from these contrasting perceptions about adults, different teaching styles are reflected in the responses. On the one hand the instructors feel they "can relax", "vary topics" and use the heterogeneity of the adult group as a positive factor; on the other hand some instructors "feel more insecure", more "wary of making mistakes", find it "harder to hold their interest," and see heterogeneity as a negative factor.

Conclusions

A number of conclusions can be drawn from the data. A few follow:

1. The extent of the differences in the perceived differences in teaching adults as compared to teaching children and youth can be explained in part:
 - a) by the difference in subject matter. For example, a group of adults learning about how engines run may appear to that instructor to be exceptionally intelligent and bright, while a group of adults coming back to mathematics after years away from the subject may appear to that instructor to be ignorant and obtuse;
 - b) by the level of maturity and extent of experience of the learners, as well as the instructor's attitude and assumptions about learning groups, often centering around age differences;
2. In general, the high motivation of adult learners as compared with children may be explained in part by the compulsion behind children's attendance at school -- they go to school because they "have to", and the voluntary nature of adults' attendance at school -- they go because they "want to", like children generally do before they are old enough to know that attendance is compulsory.
3. Another observation which may be drawn from Tables a and b is that in learning how to teach adults, one may learn how to teach children. For example, the oft-repeated response to the effect that instructors had to treat adults as adults - get to know them personally, allow for their experience, invite their participation, etc., translates into finding that they must treat adults as persons. This may well cause

some reflection on the question of how we treat children and youth (as something less than persons?)

4. Many of the points cited cannot be restricted to any particular age group of learners. Many of the points would seem to apply as well to children and youth as to adults. That is, there will be variations within any age group.
5. To recognize that the points cited apply to all age groups, thus stressing the similarities among all age groups, does not negate the need to understand the differences, the uniqueness of adults, and why adults are what they are.

Recommendations

1. That the differences perceived between teaching adults and children and/or youth should be documented, since this could provide content for professional development and in-service training programs for part-time instructors of adults;
2. That documentation be made available which highlights some of the differences and similarities between teaching an older, as compared to a younger, age group.

Adjustments to Teaching Adults

Table 17 categorizes the answers to question #8, "What adjustments did YOU make in your adjustment to teaching adults...?" This was one of the 4 basic questions asked in the questionnaire.

Observations and Conclusions

Only 8 respondents (6%) did not answer this question. The other 132 gave 231 answers. The answers clearly indicate that most instructors admit to having to adjust to teaching adults, that teaching adults is different from teaching children and youth. Only 15, or 6% said they had made no adjustments. The majority of the responses (64 or 28%) referred to specific ways in which they adjusted their teaching outputs. They used phrases such as "no structured program", "less theory and more action", "more mature assignments", "more depth", they had to "slow down" and "do more orally", give "fewer tests", "moderate" their standards and "stress feeling of accomplishment" with adults who were less confident.

Table 17: Adjustments Instructors Made when Teaching Adults (#8)

Adjustment	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Adjusted output	20	18	13	42	25	34	6	33	64	28
Relaxed: less authority discipline motivating	35	31	10	33	14	19	4	22	60	26
Learn and meet needs	13	12	2	6	19	26	4	22	38	16
Give control to adults	9	8	-	-	1	1	-	-	10	4
Accommodate to individual differences	10	9	2	6	9	13	1	6	22	10
Other & exceptions	18	16	-	-	1	1	3	17	22	10
None	7	6	4	13	4	6	-	-	15	6
Total	112	100	31	100	73	100	18	100	231	100
No answer	4	5	1	5	2	5	1	9	8	6*

* This line is the number and percentage of respondents as distinct from responses.

The point that was made almost as often, 26% (60 times) was the change in atmosphere that necessitated these adjustments. They wrote of the relaxed atmosphere, with "less need for authority and discipline" and "no need to motivate". They used such phrases as these frequently and also described the "freer relationship", the "more informal, less rigid", "more friendly, less strict", and "less a policeman and record-keeper". Sixteen percent of the comments centered on the instructors having to learn about and meet adults' needs, that they had to "treat adults as adults", "gear to their needs", "become more personal" in order to get to know those needs, do "more shared goal setting," and "learn together".

Among the comments there were ten (4%) that discernably went a step further. Not only did they feel a need to listen to the adult students and adjust accordingly, they actually "had to offer more choice" to the students and "give them more control", "work as peers", act as a "resource person", that is, at least an equalization if not also, in some instances, a reversal

of roles in terms of who made decisions.

Another sizeable group, 22 or 10%, emphasized having to accommodate themselves to individual needs. As they became aware of the "varying age and background" of the students, they had to "vary the style and method", be "more open-ended", "review fundamentals" and give "more details".

There was one more grouping among the responses that seemed to contrast with the others and which shows up even more clearly in question 18 tabulation table. These responses, also 22 or 10%, wrote of having "to come down to their level", of "having to be more tolerant, patient and understanding", of doing more "lecturing", and that it was "not difficult to adjust". There were perhaps four instructors who were not aware of there being much difference in teaching adults from teaching children. Their comments may also come from teachers in academic up-grading programs, in which many of the adult participants have limited educational experiences or who have been out of the formal school system for a considerable period of time.

There is no doubt that the large majority of respondents were aware that they had to place greater focus on sensitivity to adult learning needs and attempt to meet these needs.

Recommendations

1. That efforts be made to have teachers understand the basic reasons for adjustments that occur in their teacher-student relationships with adults. This topic might become a focus for a series of professional development in-service programs for part-time instructors.
2. That the teacher experiences, as expressed above, be incorporated selectively into orientation programs for new instructors of adults.

.4 Resources and Training

Table 18 is the tabulation of question #9: "Relating to the above question (adjustments YOU make...), what resources helped you adjust to working with adults? (e.g. books, journals, professional development programs, peers, professional associations, etc.)." The responses have been categorized to distinguish between interaction with peers, students and in workshops etc. and individual experience, observation

Table 18: Resources that Helped Teaching Adults (question #9)

Resource	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Interaction</u> (peers, students, workshops, etc)	66	54	4	40	3	33	-	-	73	47
<u>Materials</u> , (books, films)	32	26	-	-	1	11	1	100	34	22
<u>Individual</u> (experience observation Preparation)	11	9	4	40	4	44	2	40	21	14
<u>Programs</u> (courses)	11	9	3	30	-	-	1	20	15	10
None	5	4	-	-	5	55	1	20	11	7
<u>Total</u>	125	100	10	100	13	100	5	100	154	100
<u>No answer</u>	18	25	4	40	5	38	-	-	27	19*

* This line tabulates the number and percentages of respondents rather than that of the responses.

and preparation. Materials, books, magazines and films seemed to be another distinction and programs and courses yet another. Resources involving interaction is high, 47% overall and noticeably higher in North York where peers was the resource most often cited. Materials rate very low in all but North York, which may reflect the greater availability of printed materials in a large metropolitan area such as Metro Toronto.

Recommendations

1. That school boards and continuing education directors make available books, journals and other materials relevant to adult learning and teaching, or at least draw to the attention of part-time instructors. On occasion, important articles might be distributed to part-time instructors.
2. That directors make greater efforts to inform part-time instructors of workshops, conferences, etc., that relate to the instructors' content areas as well as events relating to adult learning and teaching.

Table 19: Participation at Training Program
 Devoted to Teaching Adults
 (question #10)

	North York No.	York %	Lakehead No.	 %	London No.	 %	Hastings No.	 %	Total No.	 %
No answer	1	1	-	-	1	22	-	-	2	2
Yes	28	39	3	17	6	16	1	9	38	27
No	44	60	15	83	31	82	10	91	100	71
<u>Reasons</u>										
unaware of any	11	25	6	40	14	45	3	30	34	34
wrong time	5	11							5	5
no felt need	11	25	6		8		2		27	27
other	6	14			2		1		9	9
no reason	11	25	3		7		4		25	25

Table 19 tabulates answers to question #10, "Have you ever attended any training program or session devoted to how to teach adults?" Thirty-eight or 27% of respondents had attended one or more such sessions in recent years, 100 or 71% had not attended any. In some cases, the frequency included attendance at more than one event by one person. It is important to note that 34% were completely unaware of any training program which focussed on adult teaching and learning. And 27% indicated that they felt no need to participate in any training program on how to teach adults. However, this is not entirely to be interpreted negatively because some indicated they had previously attended training programs, some having taken a degree in adult education. Conclusion: There is need for training opportunities that focus on adult education to be widely publicized, at least giving part-time instructors the option of attending, that is, assuming such programs exist.

Recommendation

1. That where programs which focus on adult teaching and learning do not exist for instructors, they be organized and publicized because of the apparent need for such events. (Table 21 corroborates the existence of this same need.)

Table 20: Things Instructors would Like to Learn (question #11)

Want to learn	North York No.	York %	Lakehead No.		Lakehead %	London No.		London %	Hastings No.		Hastings %	Total No.		Total %
<u>Respondents</u>														
Yes	35	48	13		72	14		36	7		64	69		49
No	9	12	3		17	12		32	1		9	25		18
no answer	29	40	2		11	12		32	3		27	46		33
Total	73	100	18		100	38		100	11		100	140		100
<u>Responses</u>														
Understanding														
Adult Learners	17	35	1		9	9		29	3		36	30		31
Teaching Adults	11	23	5		46	7		23	2		25	25		25
Evaluating														
Instructor/ students	5	10	2		18	1		3	1		13	9		9
Identifying														
Resources	4	8	-		-	2		6	1		13	7		7
Other	3	6	-		-	-		-	-		-	3		3
Nothing	9	18	3		27	12		39	1		13	25		25
Total	49	100	11		100	31		100	8		100	99		100

Table 20 tabulates the respondents and their responses to question #11 which is: "Indicate the one or two most important things that you would still like to learn about, in regards to your working effectively with adults."

Observations and Conclusions

Many of the respondents did indicate more than one thing they would like to learn, accounting for the fact that the total responses exceeds the total number of respondents.

Only 69 or 49% of the respondents indicated there was something they would still like to learn. A rather high number, 25 or 18%, said there was nothing they wanted still to learn, and an even higher number, 46 or 33%, did not answer this question.

Of the 99 responses, the greater number, 30 (31%) said they still wanted to learn more about adults, "how they learn", "their expectations", "why they come", "how to get to know their background quickly", and more about "adult psychology". Twenty-five percent of the responses expressed interest in knowing more about how to teach adults, "program and lesson planning", a "balance of technique and instruction", what "standards to expect", and "how to use audio-visual". Nine responses expressed a desire to learn how to evaluate "myself as a teacher", and the "effectiveness of the program". Identifying resources such as up-to-date "materials for adults", and "how to find funds" for projects were among the 7 responses in this category. "Other" responses amounting to 3%, included interest in learning about the "adult education movement", "how to communicate with teachers", and "solar heating".

Recommendations

1. That every attempt possible be made to help part-time instructors of adults learn the kinds of things they want to learn about teaching adults.
2. That school boards be encouraged to undertake a more extensive survey of instructor learning needs and incorporate the related content and discussion areas into professional development programs.
3. That a proportion of school professional development time be devoted to the needs of instructors of adults on the grounds that such discussion, although focussing on teaching adults, may be highly relevant to the teaching of children and youth.

Resources and Future Learning

Table 21 compares to table 18 in that both tabulate responses to questions dealing with resources that facilitate the learning of instructors of adults. Question #9 (table 18) asks about resources that helped instructors make adjustments to teaching adults; question 12 (table 21) asks about the best resources to facilitate things they would still like to learn. A difference in the responses can be explained by the different

Table 21:
Best Resources to Facilitate Future Learning (question #12)

Resource	North York No.	North York %	Lakehead No.	Lakehead %	London No.	London %	Hastings No.	Hastings %	Total No.	Total %
Interaction (peers, in- service)	41	60	8	50	12	50	6	67	67	57
Materials	15	22	3	19	8	33	2	22	28	24
Individual (experience knowledge practise)	4	6	3	19	2	9	-	-	9	8
Programs	4	6	-	-	1	4	-	-	5	4
None	4	6	2	12	1	4	1	11	8	7
Total	68	100	16	100	24	100	9	100	117	100
No answer	14	20	4	22	16	42	5	45	49	35

examples given in the two questions. In question #9, the examples included books, journals, professional development programs and peers. In question #12, the examples included "in-service training programs, guidance on a selected reading program, some specific event...".

"In-service training" received a very high response and is included here under "interaction". Compared to table 18, responses indicate a greater priority for more of the kinds of training that involve interaction, up by 10% to 57%. The importance of "materials" also increased 2% to 24% while less stress was put on "individual" resources, down -6% to 8%, and -6% less responses indicated a desire for programs or courses. In North York, 3 of the responses indicated that the students are seen as a resource and this could be seen as unique to instructors of adults.

Recommendations

1. That additional attempts be made to help bring about more interaction among part-time instructors and provide materials relating to adult teaching and learning.
2. That the value and need for interaction among part-time instructors of adults, as perceived by the instructors, be seen as opportunities to get them together for learning and to share information and materials relating to adult teaching and learning.

Table 22: Interest in Increasing Hours Teaching Adults (question #14)

	North York		Lakehead		London		Hastings		Totals						
	No.	%	No.	%	No.	%	No.	%	No.	%					
*Not answered	6	8	1	6	-	-	-	-	7	5					
NO	32	44	9	50	22	58	6	55	69	49					
YES	35	48	8	44	16	42	5	45	64	46					
**1/2 time	13	37	2	25	6	38	2	40	23	36					
3/4 time	1	3	-	-	-	-	-	-	1	1					
full time	14	40	4	50	8	50	2	40	28	44					
other	2	6	-	-	-	-	-	-	2	3					
not specified	5	14	2	25	2	12	1	20	10	16					
Totals	73	35	100	18	3	100	38	16	100	11	5	100	140	64	100

* Percentages in the first three lines are of respondents.

** Percentages in sub-categories under "YES" are of total "yes" responses, in each core area and then of total responses.

Table 22 tabulates the responses to question 14, "Would you be interested in increasing your number of hours teaching adults?"

Observations and Conclusions

The largest percentage of respondents, 74 (53%) teach 3 to 4-1/2 hours per week (see table 11). Table 22 indicates that 69 respondents or 49% do not wish to increase their present hours of teaching. Seven did not answer and the remaining 64 or 46% do want to increase their hours of teaching. Of these 23 or 36%, indicate a desire to teach adults half time and 28 or 44% express a desire to teach full-time.

It seems obvious that a considerable number of teachers would like to become more involved in teaching adults.

It is assumed that in most cases, increasing the number of teaching hours would constitute an expansion of program and not a reduction of the number of part-time teachers. It is further assumed that the more involved part-time teachers become in teaching adults, the more conversant they will become with the theory and literature related to adult learning and teaching.

For those teachers in day school wishing to extend their time teaching adults to one half or more, one might assume that their time spent teaching elementary or secondary school would be proportionately reduced. What is not known is how many of those wishing to increase their present number of hours are presently teaching in elementary or secondary programs or to what extent.

Recommendation

1. That within the budget and other constraints within individual school boards, attempts be made to support the demand for increasing the number of hours teaching adults for those instructors that want it and are qualified.

Table 23: Adult Education Organization Membership (question #15)

Organ- ization	North York		Lakehead		London		Hastings		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Professional	10	14	1	5	4	10	2	19	17	12
Union	2	3	1	5	-	-	1	9	4	3
Adult Educa- tion	1	1	-	-	1	3	-	-	2	1
Other	8	11	2	11	5	13	-	-	15	11
None	21	29	7	37	17	45	4	36	49	35
Not answered	31	42	8	42	11	29	4	36	54	38
Totals	73	100	19	100	38	100	11	100	141	100

Table 23 compiles the responses to question #15, "To which, if any, adult education organization do you belong? Specify." The total responses in each core area corresponds exactly to the number of respondents in three of the four areas and differs only by one response in the fourth. This is a coincidence since presumably a respondent could belong to more than one adult education organization. In view of this coincidence, the percentages can be assumed to apply to both respondents and responses.

Observations and Conclusions

Only 1%, 2 respondents, are members of a professional adult education association. The two most obvious possibilities for those living in Ontario include OACE (Ontario Association for Continuing Education), and CAAE (Canadian Association for Adult Education). One might assume that some teachers might also have been members of AEA (Adult Education Association) U.S.A. But the two who are members, are members of CAAE. Not one is a member of OACE.

All of these associations and others have journals. The main intent of asking the question was to determine the extent to which part-time teachers of adults associate themselves with the professional field of adult education. A distinction is made here between the teacher being associated with organizations that help her/him to keep up with a particular content/subject matter area. The linkage with an adult education professional association puts a focus on adult education and knowledge and skills relating to adult learning and teaching. Belonging to associations also makes the teacher a part of a visible network of professional peers.

For many of the respondents, the question was misinterpreted. For instance, under the category "Other", were placed adult organizations to which respondents belonged. Mention was made of a gun club, a church couples club, an IODE, and a university alumni association. Also under category "Other" a number of subject matter/professional organizations were listed, but these are not deemed to be adult education organizations as the term is being used in this study. Examples included "Refrigeration Service Engineers" and "Canadian Welding Society".

A clear conclusion is that most respondents seem not to be aware of what one respondent referred to as the "adult education movement".

Recommendation

1. That adult education associations examine whether they feel they have anything to offer to part-time instructors of adults and the learning interests expressed as indicated in this study.

6.5 School Board Support and Teacher Training College Role

Table 24:Support Expected Of School Board (question #16)

Support	North York No.	York %	Lakehead No.	%	London No.	Hastings No.	Total No.	%
Training & getting Teachers together	17	21	5	26	7	17	30	20
Supplies, equipment facilities, texts	10	12	4	21	11	27	36	17
Advertise courses, jobs	8	10	1	5	2	5	14	8
Compile re-sources and information	5	6	2	11	-	-	8	5
Keep students out of adult classes	3	4	-	-	2	5	5	3
Other	8	10	3	16	8	19	34	15
Nothing	6	7	1	5	2	5	10	7
No answer	24	30	3	16	9	22	38	25
Total	81	100	19	100	41	100	153	100

Table 24 documents what support respondents would like to see from their school boards (question #16).

Observations and Conclusions

Most of all, the instructors look to the school board to bring them together (20%) for training, such as "upgrading", "professional development during the summer" and to provide "liaison between day school and adult educators. Seventeen percent look to the school board for more budget to buy supplies, equipment, facilities and textbooks suitable for adults. Some, 13 (8%) ask that the school board advertise the courses in an effort to attract more students and play a role in helping to get jobs for both instructors and students. Another cohort of 8 (5%) look to the school board to compile lists of resources and other information for distribution to instructors. There were 5 respondents, 3%, who expressed strong feelings that students (youth) be kept out of the adult classes. Twenty-three respondents, or 15%, comprise another group of miscellaneous requests such as "let adults into day school", "spend less time and money on students and more on adults",

"pay more and on time", and "eliminate tumbled timetables". Seven percent, 10 respondents, ask nothing of their board and 25% (38 respondents) did not answer the question. It is clear, however, that most of the respondents, 68% want additional support from their school boards.

Recommendations

1. That greater care be given to counselling students into adult evening classes, especially those students who are borderline in daytime academic work.
2. That school boards attempt to prioritize with the instructors, the resources and support that would be most helpful to the instructors.

Pre-Service Role of Teacher Training Colleges

Table 25:

Introduction to the Field of Adult Education when at Teacher Training College would have been Beneficial
(question #19)

	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
YES	40	55	8	45	19	50	5	45	72	51
NO	30	41	8	45	17	45	5	45	60	43
No answer	3	4	2	10	2	5	1	10	8	6
Total	73	100	18	100	38	100	11	100	140	100

Observations and Conclusions

Table 25 tabulates the "yes" and "no" responses to question #19: "As a teacher of adults, do you feel that you would have benefited if you had been introduced to the field of adult education during the time you were in training college?" A majority (51%) of the respondents felt that an introduction to the field of adult education at that time would have been beneficial. One respondent, age 43, said "I was benefited". The respondent has been teaching adults 17 years, and only adults. Presumably she is an exception.

Recommendation

1. That teacher training colleges examine the feasibility and desirability of introducing teachers in their pre-service training to basic ideas, literature and practice relating to adult learning and teaching.

Table 26: In-Service Role Perceived for Teacher Training Colleges (question #20)

Role	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
YES	24	33	8	44	19	50	2	18	53	38
NO	20	27	3	17	8	21	4	36	35	25
No answer	29	40	7	39	11	29	5	46	52	37
Total	73	100	18	100	38	100	11	100	140	100

Table 26 tabulates the responses to question #20: "What role, if any, do you feel the teacher training colleges in Ontario have in offering resources to those who are now involved in teaching adults?" Coincidentally, the number of responses equals the number of respondents, answering and not answering, even though the answers were in prose.

Observations and Conclusions

A high percentage (37%) of respondents did not answer the question and 25% saw "little" or "no" role for teacher training colleges or said that "none was necessary". One respondent asked rhetorically, "Who have they got who knows a damn thing about it?" And another said accusingly "They should get out and teach for a year every now and then". Thirty-eight percent, however, gave very positive responses, everything from requests that they run "certified courses in adult education", "practice teaching", to "weekend conferences on instructing adults", "mailing out bibliographies", and "job opportunities". One respondent thought the teaching colleges in Ontario "should be leaders in changes" in teaching styles.

Recommendation

1. That teacher training colleges examine the feasibility and desirability of involving instructors in in-service training as to basic ideas, literature and practice relating to adult learning and teaching.

6.6 Superannuation and Early Retirement

Table 27 tabulates the "yes" and "no" responses to question #21:

"If part-time adult education work were available, would you consider early retirement?"

Table 27: If Part-time Adult Education were Available,
would you consider Early Retirement? (question #21)

	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
YES	26	36	10	56	15	40	2	19	53	38
NO	26	36	4	22	13	34	8	72	51	36
No answer	21	28	4	22	10	26	1	9	36	26
Total	73	100	18	100	38	100	11	100	140	100
<u>Age 20-39</u>										
Yes	13	18	7	39	12	31	2	18	34	24
No	19	26	1	5	8	21	5	46	33	24
No answer	16	22	2	11	3	8	1	9	22	16
<u>Age 40-59</u>										
Yes	7	10	2	11	4	11	-	-	13	9
No	5	7	3	17	6	16	1	9	15	11
No answer	6	8	2	11	2	5	-	-	10	7
<u>Age 60+</u>										
Yes	1	1	1	6	-	-	-	-	2	1
No	-	-	-	-	-	-	1	9	1	1
No answer	1	1	-	-	1	3	-	-	2	1
No age given	5	7	-	-	2	5	1	9	8	6
Total	73	100	18	100	38	100	11	100	140	100

Observations and Conclusions

Responses were compared to age cohorts. Fifty-three (38%) responded "yes", 51 (36%) responded "no" and 36 (26%) did not answer the question. The table does show the "yes" and "no" percentages of age cohorts in relation to the total respondents, but not in relation to the more significant

totals within each cohort. Therefore, it is pointed out here that of the 38 respondents (27%) in the age cohort 40-59, a minority of 13 (9%) said "yes", a majority, 15 (11%) said "no", and 10 (7%) did not answer.

In contrast, of the 89 (64%) respondents in the age cohort 20-39, the "yes" and "no" responses are about even at 34 and 33 (about 24%), and a sizeable number, 22 (16%) did not answer the question. A reason given by some for not answering was that they were too young, or it was too soon for them to decide on such an issue, an indication that some respondents saw this question as too hypothetical in their case.

The one respondent who was in the age cohort of 65 and over, said "yes". A conclusion is that a sizeable number of respondents (38%) indicated an interest in early retirement providing part-time adult education work was available to them.

Recommendation

1. That school boards examine the feasibility of early retirement that is linked to opportunities for those nearing retirement age to teach adults on a part-time basis.

Table 28:

If Part-time Adult Education with Superannuation Credits were Available would you consider Transferring to this Type of Work?

	North York		Lakehead		London		Hastings		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
YES	32	44	13	72	17	45	4	36	66	47
NO	19	26	2	11	9	23	5	46	35	25
No answer	22	30	3	17	12	32	2	18	39	28
Total	73	100	18	100	38	100	11	100	140	100

Table 28 tabulates the "yes" and "no" responses to question #22: "If part-time adult education with superannuation credits were available, would you consider transferring to this type of work?" Sixty-six persons (47%) responded "yes", 35 (25%) said "no" and 39 (28%) did not answer.

Recommendation

1. That where feasibility studies regarding superannuation are not already in progress, school boards be encouraged to initiate such studies.

Introduction

As indicated in the chapter on methodology, those certified teachers who completed the questionnaire were asked if they would be willing to discuss further their experiences as instructors of adults. There were 140 from the four core centres who agreed to this. Time constraints and the difficulties of arranging meeting times between the instructors and the researchers meant that not all of the instructors were eventually interviewed. In fact, interviews were conducted with 40 instructors. Most, but not all of the interviews were conducted in groups of 2 to 3 instructors. This chapter does not report on all of these interviews.

In undertaking the interviews, it became evident to the researchers that the kind of responses from the interviewees were dependent upon whether or not the instructor was teaching a credit or non-credit course. For this reason, this chapter is organized under these two main headings. This is done even when the responses from the two groups of instructors do not appear to be dissimilar.

Some rather obvious distinctions were made by the instructors between credit and non-credit courses, and often these differences determined the flexibility in the course; the kind of relationships that developed; and the way in which achievement was assessed. For instance, in general, it was felt that credit courses had a less flexible curriculum; were attended by more students in the daytime, high school program; used more formal ways of assessing achievement; and had more students in them that felt that they were "compelled" to attend, as compared to attending entirely as a volunteer learner.

With few exceptions, the respondents were teaching in the daytime, high school program, as well as being instructors in the public school board continuing education program.

In this chapter, the use of quotes and paraphrasing is used liberally, as a way of making, or interpreting a point. Some comments come only from one person. There was no attempt to arrive at consensus. What is important is that certain issues are raised, or particular points of view are expressed that might encourage further discussion.

Credit Courses

Students in the Program

Over the past few years there has been a noticeable influx of day-time, young students into the older adult evening, continuing education programs/courses. This of course varies from course to course, school to school, and municipality to municipality.

The instructors talked about the positive and negative effects of having a mix of older and younger adults in the same class. It was generally agreed that in principle there should be no obstacles in the way of a daytime student enrolling in an evening, continuing education program. But when young adults, from the day school or high school program take part in a course with older adults, some frustrations can occur. For the young adult, he may become frustrated by seeing the older adults perform better, or even angered at the expectation level raised by their enthusiasm for learning. The evening program, unlike the high school, daytime program, is usually made up of a heterogeneous group of people, in terms of age, occupation and experience. Furthermore, the older adult student is often quite clear about why he is in the course, and frequently is able to relate it directly to careers and occupation, or daily living. On the other hand, the younger adult may see less relevance to his participation in a particular course, whether this be offered in the day or evening program.

The young adult often finds that his daytime and evening courses are in competition with each other even though both are credited to his high school diploma. When it comes to priorities, of working on an assignment or of meeting a deadline, the daytime program often takes priority. This is

only one factor that can lead to the day school student doing poorer in the evening, continuing education program.

There are other reasons why the daytime student may have difficulties in the continuing education program. Some instructors expressed some doubts about the quality of the daytime student. "The good daytime students seldom enrol in the night school program. Usually it is the poorer student. Either the student has missed the course during the daytime program, or has failed it, or is attracted to the nighttime course because it has a fewer number of class hours. Somehow, this latter assumption is linked with the idea that less work is involved." When the student realizes that some of his assumptions about the evening program are wrong, frustration and discouragement often arise, leading, in many cases, to the student dropping out of the course. If he does so, he invariably loses that course as part of his high school program.

A word of caution though was offered by one instructor, regarding students dropping out of a course: "In my course, two students left the course to get jobs. Administrators often interpret this as something that is negative, but this is not necessarily so".

It is true that the evening credit courses usually do have fewer hours of class time, 30 nights, for 3 hours per night. But usually more assignments are given, to work on during the intervening weeks. Also, material that is covered is often not the same as that covered in the daytime program. Often, the materials used, and the subjects covered are determined by the class participants.

In one sense, there should be more remedial work available for the daytime student who is enrolled in the night school program, in order to minimize the drop-out rate, and given the nature of the typical young high school student in the program. These factors, and the presence of daytime high school students in the same class as older adults who are not part of the daytime system, often add difficulties to the role of the instructor. Frustration for the young student can become greater, and more discouraging, when he sees the older adult who is often able to communicate more effectively, both written and orally, and who has so much more experience to draw on, in interpreting and applying the subject matter.

Another difference between night and day school teaching was the lack of continuity in the night school program, just by the fact that there was a week between classes. Also, that when the adult student finishes, he may not return for another course, as compared to the high school student who is enrolled in a three or four year program.

The daytime high school student, as observed by some instructors, does not often realize that the older adult also has factors which compete for his time, and priorities have to be set on how best to use that time. The older adult often has other commitments that compete for his time, for example, a family, job, social life. "I sometimes have difficulty in appreciating the problem of the younger, daytime student, when I know that other students can perform well in the nighttime course when some sacrifice is made."

"It would be best if the younger, daytime high school student could be put in separate night school classes, leaving the older adults in classes of their own. Much frustration could be eliminated, both for the older and younger student, as well as the instructor. Teaching these two groups could be varied accordingly."

In most of the interviews with instructors, references were made to the strengths and weaknesses of having younger and older adults in the same classroom. More difficulties were seen by those instructors teaching credit courses, as compared with comments from non-credit course instructors.

Some credit course instructors commented that:

"School counsellors, as well as some teachers, should be more informed about the night school, continuing education program, so that they can fairly and accurately advise students about possible alternatives in the evening programs. This could be done through special sessions with counsellors, or it could become an item for staff meetings. These meetings would be very helpful. They have never occurred. Some of the counsellors and other teachers do seem to have erroneous views about the night program, and sometimes these are passed on to students."

Teaching Adults

By far, most of the instructors that were interviewed, acknowledged differences between teaching adults and teaching children and youth. There are differences in classroom presentation, involvement, and preparation.

In many ways, there are many traumatic differences between teaching adults as compared with teaching youth that are in the high school program. Take the subject of biology for instance. The older adult brings a considerable amount of life experience into the classroom, and is able to relate this to these experiences, and often to everyday life. The older student can participate to a greater degree from their own knowledge and experience, which makes the course more lively. It also makes it easier for the instructor.

Some of the adult students in the course are registered nurses, other are dieticians, and others come from a whole host of different backgrounds. Sometimes the students take over the course, for they know more about some aspects of the course than I do. This is great, and I do not feel threatened by it. In fact, I welcome and encourage it. Sometimes the 'take over' is impromptu, as for instance, on one night when the lesson related to hygiene and care of the teeth. One of the students, quite naturally, came forth and gave us a great lesson on the subject, better than I could have done.

One thing I have learned as an instructor of adults, and I had to learn this quickly, is not to worry about sticking strictly to the prescribed lessons. It is necessary to be flexible. Relating to this, I learned more about how to bring about more interaction, dialogue and spontaneous reactions in my classes. One continues to learn to do this better.

One instructor defined the difference in a way that implied that when she is teaching adults she is conscious of being free to meet the needs of the adults but when she is teaching youth she is conscious of having to meet the needs of the school board to teach a predetermined body of content.

Another instructor pointed out that one difference he noted most, having worked with children, youth and adults, was that he tended to spend more time informally with the adult students in his class. He goes on to say that:

The first thing I learned when I became an instructor of adults was to spend more time with them, as compared to the time I spend with students in my daytime courses. This came about, partly because many of them took the time to do this, but also because I did so as well. I didn't have to rush off to another

class, as is so often the case when I'm teaching in the daytime high school program. Whether we are walking down the hall on the way to the coffee machine, or before the class begins (they are usually there early) or even after class, the students and I get to know each other informally. They tell me about their families, about their jobs, about how far they drive to get to night school, about their children getting sick and so on. All this is important because we are getting to know each other as persons, and this can't help but assist us in learning and teaching together.

Even when I give them seat work, and walk around to see how each person is doing, I often prefer to spend time talking to them about themselves instead of their seat work. Of course, one must find a balance in doing both things.

A number of the instructors pointed out that as a result of teaching adults, the idea of "teacher" was redefined. There was more of a relationship of equals, between instructor and adult student. There is more informality. "I look forward to this. Of course, most of the adult students still look upon me as a teacher, but not with the same stereotypes or expectations as the younger people that I teach."

Other comments express the way in which some of the instructors felt about working with adult students:

- As a teacher of adults, I became more aware of myself as a catalyst for the learning of others.
- Even though I enjoy my night school teaching, I also teach in the daytime program, and receiving some remuneration for this is important to me.
- One thing I learned as an instructor of adults is how to use the student participants as resource persons in the class.
- It would be a good idea if inspectors, principals, trustees and others would visit some of the night school programs, to broaden their views about teaching and learning. Also, they might get some ideas about how the daytime programs could be improved.
- Some of my friends ask me why I keep teaching adults year after year. I reply, "Yes, I keep teaching every year. The class changes every year and what is equally important, I change every year. I enjoy my teaching more and more, simply because I am working with adults."

- One might say that after teaching high school for so many years, now twenty years, surely I am making enough money in my daytime teaching that I don't have to continue to work teaching at night. But it isn't because of the money that I continue to teach in the night program. It is wonderful, simply because I enjoy my subject matter, and because I enjoy working with an older student group.

Invariably, those difficulties expressed by the credit course instructors centered around having younger students in the same class as older adults. Obviously, views on this varied and there was no consensus on this as a problem. The instructors also commented that often the younger, daytime high school student did not participate or contribute as much as the older adult. Many instructors lamented on the fact that there seems to be more and more younger, daytime students in the night classes. In some cases, the majority of the students in a given night course were from the day school program. As one instructor put it: "Don't talk about adult education, as if it was synonymous with the night school or continuing education program. This isn't necessarily true. In my class of 20 students this year, two of them are what I would call older, mature adults. The rest are in the daytime high school program." Some instructors seem frustrated at not being able to cope with these two groups of students.

Preparing to Teach Adults

Most of the instructors that were interviewed said that they did not take part in orientation programs, or read any particular material, as they made a transition from teaching children/youth to teaching adults.

- Most of what I initially learned about teaching adults was as an 'apprentice' to a colleague who had been teaching adults for many years. He and I used to drive to evening classes together, and this gave us a chance to talk about teaching adults. This made it much easier for me to cope with the change.
- In twenty years of teaching, I only remember one meeting to discuss adult education. This may sound tragic, but it is not necessarily so because if you have a good teacher, one who is highly and professionally developed, then this person is likely to be successful in working with

all age groups. We are talking about good teaching, and good teachers. Often we exaggerate the differences in teaching learners from various age groups. Sensitivity; empathy; selecting the methods according to the maturity of the learner and the nature of the subject matter; knowing how to develop a teaching lesson; all these are required of a good teacher, and all are essential to working well with any group of learners, regardless of age groupings. The thing that I have noticed in our night school program is that we have some extra fine teachers. Most of them are there because they have been selected, plus their desire to do the job.

The point was made that there are many common elements involved in good teaching which are not limited to the age of the learner. For instance, all teachers, for all courses, for all age groups are attempting to teach the skills of learning how to learn; the basic ideas and practices of continuing education/learning; developing self-confidence in the learner, and a confidence with the subject matter being taught. Also, the teacher is trying to define the changing role of teacher and student, focusing at times on both of them learning from each other.

One topic discussed in many of the interviews centered around the affiliation that instructors of adults have toward the professional field of adult education. In the daytime program, the teachers are consciously aware of being part of a network, and they are associated with one or more teaching federations. Furthermore, they receive journals or materials, or in other ways participate in events that help them keep up with the subject matter they are teaching. It can be said, that the majority of the instructors do not associate themselves with the professional field of adult education. As one instructor put it:

One of the reasons for this lack of association is because of the heterogeneity of the instructors of adults. Who are the teachers? Some are uncertified as teachers and are tradesmen. Some are teaching in the secondary, or the elementary daytime programs. Some are from the colleges. Some are straight out of university. Once we had a chap who taught math for years in the night program; formerly, he was a medical student.

With few exceptions, instructors of adults don't get together, either formally or informally to talk about adult education. However, it would be very valuable if we could do so.

Many of the instructors did comment on being able to relate some of their daytime with their evening teaching programs.

In our nighttime teaching, we do plug into many of the facilities available to us in the daytime program. Often we teach night school in another school than the one we teach in the daytime, so there is a transport of materials. We are exposed to what the other daytime teachers are doing, and often we gain ideas from this for our own daytime teaching, quite apart from what we might adapt and use in our night school programs. Sometimes this is very stimulating, and can become a secondary advantage to teaching in the night school program.

Some instructors expressed an interest in some professional development programs relating to teaching adults, for instance, one-week summer workshops. Some of the subject matter suggested were: an understanding of adults at different levels of development; the causes for student problems, and how to deal with these; why students drop out of a program, and why they come back; an understanding of the thinking and communication processes; the art of good listening, and how to enhance this; the role of repetition in learning.

Some of the instructors commented on whether it would be helpful or not in having the teacher training colleges include in their pre-service programs something about teaching adults. One response was: "Personally, I don't think that this would help. It would be too hypothetical". Another comment: "It is not possible for a first year teacher to switch from teaching children and youth, to teaching adults. The transition comes slowly." Another disagreed by saying that: "If one is exposed to the psychology of different age groups, this might be stored away, and could very well become helpful in the future. It would be helpful if teacher training colleges brought into the pre-service programs people who were teaching adults."

The point was also made that there are many skills that were applicable to working with all groups, regardless of ages. Some of the instructors felt that it would be a good idea if some of the regular

daytime professional development days were used to examine the intricacies of teaching adults.

Other Comments

It was expressed that the number of daytime programs for adults was increasing. The important point was made that adult education is not limited to night classes. When asked whether the instructors thought that in the future, their role as teacher would include teaching various age groups, some thought this was a very real possibility, "As long as one had the choice to do so or not".

A hypothetical situation was posed to the instructors. It was, "what if a school board said that a teacher could only receive one salary from the board, and that a person who was teaching in the daytime program, as well as in the continuing education program, would have to make a decision on what to give up, that is, some of the day school program or the evening teaching." "We have talked about this. Some of us would be in favour of retaining our teaching adults, day or night, and also do some teaching of children or youth." Other comments on this topic were:

- I don't feel this would be acceptable, especially if this meant teaching more evenings per week, even though time would be given off during the daytime. It is in the evenings when my family is at home and I want to be with them. Teaching one night a week seems okay though.
- I don't want to give up my teaching adults, and would be open to alternatives that would permit me to do so. It could be that I would teach adults as well as youth during the daytime.
- The more adult education becomes part of the day program, I wonder if this would mean that it would become more like the day program itself, with more rules, examinations, and so on.
- Perhaps the daytime high school student is attending an evening course because it is a cheap credit. Perhaps the school board thinks this as well. It doesn't cost as much money to turn out 20 credit students, as compared with the daytime program. In one sense, I don't care. I am teaching in the adult program because I want to be. But an insidious thing is happening. With the decline in school enrolment,

and the surplus of teachers, I would give up my night school teaching if I felt that I was stealing someone else's job. I don't think that is fair. But I would prefer that the school board not use the adult program just for creating jobs for surplus teachers. I hope this doesn't happen, but it probably will. I am not convinced that teaching in the adult program is necessarily an alternative for surplus teachers in the daytime school program. Frankly, I don't want to give up my night school teaching.

7.2 Non-Credit Programs

Advice and the Experience From One Instructor

In the interviews, many personal experiences were cited which could serve as advice to the new instructor of adults; or from which veteran instructors might gain some ideas. Only one example is given here, to illustrate how much can be learned by talking to instructors of adults and how there seems to be a need to do much more of this. This particular instructor teaches a non-credit course on refrigeration.

The First Class Meeting

This particular instructor puts a great deal of emphasis on what happens on the first night of class. The focus for this first night is not to get into the content of the course, but to clarify the goals that each person has for entering it. It is also important for the instructor to clearly indicate his expectations and the intent of the course. This is particularly important for this one course, since it is usually over-subscribed. In fact, this selection procedure often begins prior to the commencement of the course. Frequently, the instructor will phone prior to the first meeting of the course, and talk to the applicant about the course, in some cases advising that the candidate seek another course, in cases where it does not seem relevant to his learning interests. "The student might be on the right boat, that is, by wanting to continue his education, but be on the wrong river. The course I teach might not be the right one for him, I begin by being honest with the students."

I remember once, when I was going over the the pre-applications for the course, and I noticed

that a local dentist had signed up for it. I thought this was rather strange, assuming that he was not making a career change. So I phoned the dentist to learn more about what he wanted to achieve from the course. He told me that for the past three summers, the air-conditioning in his office had broken down, and the repairmen were too busy to come and fix it. "Also, I lost customers from this, so I decided that I would take your course, so I could repair it and keep my office air-conditioned."

This instructor doesn't take any fees from his students until the second night of the class.

Apart from serving as a selection procedure, the instructor also begins to involve the students in the development of the curriculum of the course. This is also another way of transferring learning goals to content areas, and sequencing learning events.

A point made by him was that, "People in the course have many reasons for being here, and one must be cautious about making assumptions about these reasons". He goes on to expand on this by saying that some people are there entirely because they want to be, others are being 'encouraged' by their employers. "I recall a case where an employer signed up for the course, in order to observe the class participants, with the intent of hiring the 'best' one. There are other cases where the course at this time might not be right for a person."

In 1963, a student with personal problems came into the first few class sessions, smelling of booze. He and I had a talk and he agreed that his behavior was disruptive to the class. Also, he was getting little from the class. I reimbursed his fees out of my own pocket. Imagine my surprise, but also pleasure when in 1978, the same fellow turned up, smelling sweet and no more personal problems. I felt good about this, and he has turned out to be one of the best students in class this year.

Other Comments From This Instructor

- In working with adults, it is definitely necessary to understand the basic psychology of adults.
- Especially for any trade-related course, it is absolutely essential

to relate to employers. Take typing and office management for instance, it isn't enough to go to a personnel manager, and ask what he wants his employees to learn. Often more can be learned by just spending a few days around the office, observing what is being done, and how it is being done. All these indicate what is needed.

- One thing I learned early in my years of teaching adults is how to diffuse seriousness with good humour.
- I also learned how to show an example by not being afraid of making mistakes. I'm not afraid to admit my mistakes to the class. In fact, sometimes I will purposely make a mistake, just to make the point. This helps to develop some self-confidence in the adult students, and reinforces that they don't have to be ashamed about making mistakes, and of learning from these.
- I make a point of encouraging peer learning, whereby the adult students learn from each other. This also works well with the older and the younger adult, sometimes a high school student, working together. I also try to get the students involved with doing some teaching. Sometimes one of them will go the blackboard, and teach part of the lesson. I especially try and use the students as resources.
- I always try to be honest, but also encouraging, with the students.
- I once had in my class an employer and two employees. I was very sensitive to this situation and made a point of not embarrassing either employer or employee. Their respective insecurities left when they knew I realized this and would avoid embarrassing them, for instance, by asking them a question that I knew they didn't know the answer to, or didn't volunteer to answer.

In concluding this section, the point is made that much can be learned about teaching adults, by talking with those who have had experiences, and who display those qualities of 'good teaching'.

7.3 Observations

Teaching Adults and Teaching Youth

Many of the instructors expressed concern over the mixing of the older and more mature adult with the younger student in the daytime school program, both being in the same continuing education program. However, there was no consensus on this. If any, the concern was voiced more by instructors teaching credit courses.

Some of the responses to interview questions differed, depending on whether the instructor taught credit or non-credit courses. In general, though, the continuing education programs were characterized by informality, less discipline problems, and a greater use of student resources, compared with practices in the daytime high school program.

For many instructors, the presence of younger, high school students in the continuing education classroom caused difficulties. There was a general feeling that more remedial work was needed with these students, but there was not the time to do justice to this.

Some high school students, some school counsellors, and some teachers not teaching in the continuing education program, had some misconceptions about the adult program. It was suggested that steps should be taken to rectify this.

Some of the instructors pointed out that their experiences in the adult programs did benefit directly their daytime, high school teaching.

Clarification of Terms and Intents

It is incorrect to think of adult education as being restricted to nighttime classes; or of youth, high school education as being restricted to daytime teaching. In fact, the education of both groups occurs in both daytime and evening hours. It is best to refer to non-traditional, non-formal school programs as 'continuing education'.

Some of the instructors that were interviewed felt that there was a trend to having more continuing education occur during the daytime hours. Some concern was expressed that these programs not become dominated by formal school daytime regulations, but continue informal and flexible as the programs now offered during the evening hours.

Part of this trend in the future might be to have more instructors teach in both the formal high school program, and the less formal continuing education programs. A number of the instructors said that they would welcome this, stating that they wanted to continue their work with adults.

Professional Development of Adult Educators

There are some identifiable differences between teaching adults and teaching youth/children. The instructors of adults acknowledged changes in their own attitudes and practices. Some basic understanding of the adult student is essential. The professional development of the teacher of adults focusses on the elements of good teaching. Often, the concept of 'teacher' is also redefined.

The instructors pointed out that they felt little identity with the professional field of adult education. They also commented that there was little interaction between instructors of adults but that it would be desirable if this could occur. Many of them said they would be open to having professional development days used for this purpose.

The affiliation with the field of adult education would not be so much for the purposes of keeping up with one's teaching subject matter, but an affiliation which would bring about greater effectiveness of working with adults: understanding the process of this, and the basic concepts of adult psychology.

Curriculum Areas

The study had been intended to present some predictions and trends of the future as these related to courses of instruction required but the directors of continuing education were not able to supply this kind of data.

Based on the expressed experiences of the instructors, and what is known about the field of adult education, a number of curriculum areas are suggested for the pre-service and/or in-service preparation of instructors of adults. These include: foundations of adult psychology; methods of teaching (adults); program planning and curriculum development; alternative ways of assessment and evaluation; developing interaction skills; tapping classroom and community resources; and so on.

7.4 Recommendations

1. That school boards examine, and if necessary undertake a study to assess the positive and negative results of having daytime, high school students in the same continuing education classes as older, mature adults.
2. That greater effort be made to bring about more interaction between instructors of adults within the continuing education program.
3. That basic materials on teaching adults be made available to instructors and would-be instructors of adults, such as material on adult psychology, including anecdotes and case studies of actual experiences of instructors of adults.

Appendix 1. Sample letter to Directors of Education in the core areas,
to obtain permission to do the study with their instructors.

DEPARTMENT OF ADULT EDUCATION

1978 02 23

Mr. E.G. Runacres, B.A. M.Ed.
Director of Education & Secretary
Hastings County Board of Education
Education Centre
156 Ann Street, Belleville
K8N 3L3

Dear Mr. Runacres:

Re: Project INSTRUCTORS OF ADULTS

I am writing to ask your permission to involve your instructors of adults in this Project. Our time is short because of the time constraint on the project but especially because, as I understand, your Boards's non-credit adult continuing education programs end in mid-March. A few words about the project and its purpose.

The Department of Adult Education, OISE, has contracted with Dr. Robert Jackson, chairman of the Commission on Declining Enrolments (CODE) to undertake a study of the transition of persons into teaching adults. Many of these teachers of adults will have elementary or secondary school teaching certificates and hence their experiences in teaching will have been confined, primarily, to working with children and youth. At the moment, this study does not use such a restriction, but is interested in gathering information from all those instructors of adults who are currently working within your continuing education program.

It is assumed that the findings of the study will be of interest to school and other systems and will lead to a better understanding of the kinds of learning that occurs as instructors begin to work with adults; the resources that they use in helping them to work more effectively with adults; and the support and training that would be useful to them.

A summary of the results of the questionnaire will be made available to those instructors and administrators who have responded to the project.

If you agree to participate in this project it is our hope that the format we have worked out with the North York and London School Boards is both feasible and acceptable to you (the time element again). We will see that the director of your Board's continuing education program receives a package per school containing enough questionnaires for each instructor of adults. S/he would then deliver the packages to the principals who would distribute, collect and return the questionnaires to the director of continuing education. (See attached copy of letter we would send to the Principals for these steps in detail).

DEPARTMENT OF ADULT EDUCATION

1978 02 23

The questionnaires take about 15 minutes to complete (see attached copy of same). We invite the instructors to volunteer for an interview with one of our team so we can explore further their experience in teaching adults. We would come and conduct those interviews at a place convenient for them.

Your approval and support of the project would be very much appreciated. I will follow this letter up with a phone call to you in about a week's time. Thank you.

Sincerely,

James A. Draper Ph.D.
Adult Education
Principal Investigator

JAD:ip

Enclosures

cc: Dr. David Brison
Head, OISE Field Centre
Peterborough

Mr. David L. Smith
Coordinator of Continuing Education
Hastings County Board of Education

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923-6641

1978 02 20

TO: Principals,
Adult Continuing Education Programs.

FROM: James A. Draper, Ph.D.
Department of Adult Education.

Mr. John Milsom has likely told you a little about the project now called INSTRUCTORS OF ADULTS (previous title: Transition to Teaching Adults). It is being done at the invitation of CODE (Commission On Declining Enrolments). The intent of the project is to learn something about the adjustments that instructors make as they work with adults. A summary of the results of the questionnaires will be made available to those instructors and administrators who have responded to the project.

First, let me thank you for agreeing to distribute and collect the questionnaires to instructors in your adult program. The steps for undertaking these tasks are as follows:

- Step 1. Distribute a questionnaire to each instructor in your adult program. Would you please keep a record of the total number of questionnaires distributed?

Please urge the instructors to complete the questionnaire on the same evening as they receive it, if possible.

At the time of distribution, you might indicate the place where you want the questionnaires returned and emphasize that each can be placed in the envelope attached to the questionnaire and sealed. You will note that the questionnaire does not ask the instructors to identify themselves unless they agree to an interview, thus respecting their anonymity.

- Step 2. Collect the completed questionnaires using the large envelope which was supplied to you when you received the set of blank questionnaires.

(On the envelope, would you please indicate the number of questionnaires that were distributed? The envelope will already indicate the name of your school.)

- Step 3. Please seal and return the large envelope to Mr. Milsom's office. I will then arrange to have the envelope picked up.

Thank you once again for your assistance.

JAD:ip

Appendix 3. Copy of questionnaire distributed to instructors of adults.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

252 BLOOR STREET WEST, TORONTO, ONTARIO, CANADA M5S 1V6 TELEPHONE 923.6641
DEPARTMENT OF ADULT EDUCATION

Project Title: INSTRUCTORS OF ADULTS

Purpose: This study is being undertaken at the invitation of CODE (Commission On Declining Enrolments). The focus of the study is on the kinds of learnings and adjustments that occur in instructors as a result of working with adults. Examples of such learnings and adjustments might relate to teaching styles, learning about the psychology and development of adults and changes in attitudes towards working with adults.

It is anticipated that the study will be beneficial to instructors of adults and administrators of continuing education programs by suggesting resources and supporting services that would be helpful to instructors of adults.

A summary of the results of the questionnaires will be made available to those instructors and administrators who respond to the project.

Your assistance is requested. It is optional to you whether or not you wish to be identified with this questionnaire by name.

Steps:

1. Would you please complete the attached questionnaire?
2. Seal the questionnaire in the attached envelope.
3. Place the envelope in a central place in your school, as designated by the principal.

Your assistance is greatly appreciated.

Project:

INSTRUCTORS OF ADULTS

Please answer the questions that apply to you. In the case of the open-ended questions, please give as much detail as possible. Please feel free to use the back of the page, or additional paper if you wish. Thank you.

1. SEX: Male _____ Female _____.
2. AGE: _____.
3. Do you have an Ontario teaching certificate? YES _____ NO _____.
(If NO, please go on to Question 4.) If YES, please indicate what certificate you possess (circle the appropriate answer).
 - Elementary Standard #1, #2, #3, #4.
 - Type A or Type B.
 - Specialist (specify _____)
 - Other (specify _____)
4. Indicate the number of years and months that you have been teaching:
Elementary School _____. Secondary School _____.
Adults _____ (specify _____)
5. a) How many hours a week do you presently teach adults? _____.
b) Since September, 1976, has there been an increase or decrease in the number of hours you are teaching adults? (please specify):
NO CHANGE in hours per week _____
Increase _____ (specify _____)
Decrease _____ (specify _____)
6. In what Continuing Education Program do you teach adults?
Credit program _____ Basic up-grading _____ ESL _____
Other _____ (please specify _____)
7. What subject matter do you teach adults? _____
_____.

8. What adjustments did YOU make in your adjustment to teaching adults, e.g. adjustments in attitudes (towards teaching, towards working with adults, etc.), teaching styles, other changes? (please specify).

9. Relating to the above question, what resources helped you adjust to working with adults? (e.g. books, journals, professional development programs, peers, professional associations, etc.).

10. Have you ever attended any training program or session devoted to how to teach adults? YES ___ NO ___.

If YES, please say when, name the sponsoring agency(ies), and indicate the content focus of the program(s).

If NO, please explain _____

11. Indicate the one or two most important things that you would still like to learn about, in regards to your working effectively with adults?

12. With reference to the above question, what resources or methods do you think would best facilitate your learning, e.g. in-service training programs, guidance on a selected reading program, some specific event, etc.? (specify)

13. What were the most important reasons for you becoming involved in teaching adults?

14. Would you be interested in increasing your number of hours teaching adults?

YES ___ NO ___. If YES, please indicate: 1/2 time ___ 3/4 time ___ full-time ___.

15. To which, if any, adult education organizations do you belong? Specify:

16. In what ways would you like your current school board to further assist and support you with your work in adult education? Please be as specific as you can.

17. Do you have any additional comments you would like to make in regard to your involvement with teaching adults? _____

If in question #3, you indicated that you have an Ontario teaching certificate, please continue to the following questions. If you replied "NO" in question #3, there are no further questions for you to complete. Thank you.

INSTRUCTORS WITH ONTARIO TEACHING CERTIFICATE PLEASE GO ON TO PAGE 6.

The following questions are to be completed only by persons who indicated in question #3 that they have an ONTARIO TEACHING CERTIFICATE.

18. Name one or two of the most noticeable differences you have perceived between teaching adults and your experience with teaching children and/or youth?

19. As a teacher of adults, do you feel that you would have benefited if you had been introduced to the field of adult education during the time you were in teacher training college? YES _____ NO _____.
20. What role, if any, do you feel the teacher training colleges in Ontario have in offering resources to those who are now involved in teaching adults?
Please specify: _____

21. If part-time adult education work were available, would you consider early retirement? YES _____ NO _____.
22. If part-time adult education with superannuation credits were available, would you consider transferring to this type of work? YES _____ NO _____.
23. Would you be prepared to meet briefly with a member of the project team to talk further about your experience in teaching adults?
YES _____ NO _____.

IF YES, would you please give your name, address and telephone number?

NAME _____

ADDRESS _____

PHONE _____

THANK YOU.

